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ABSTRACT

This book of activities and exercises is intended as a guide for a course in secondary level English as a second language (ESL) for Spanish-speaking (especially Mexican-American) students. Increased proficiency in English is fostered by the examination of the Mexican-American cultural heritage. The material presented is useful in a variety of ESL teaching activities, including drills and exercises in repetition, substitution, transformation, memorization, directed questioning, and guided discussion. The book is prefaced with a rationale to guide the teacher, and each unit offers specific suggestions for audiovisual materials and other teacher aids to be incorporated into the classroom presentation. The units cover the following subjects: self-concept, civil rights, racial and ethnic groups in America, social awareness, music and culture, wedding customs, the folk tale, poetry, using maps, the Indians of Texas, the U.S. government, the industrial revolution, World War II, and world geography. The course is unified by the continuing project of constructing a bulletin board time-line of Mexican history. (JB)

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An ESL Handbook for Social Studies

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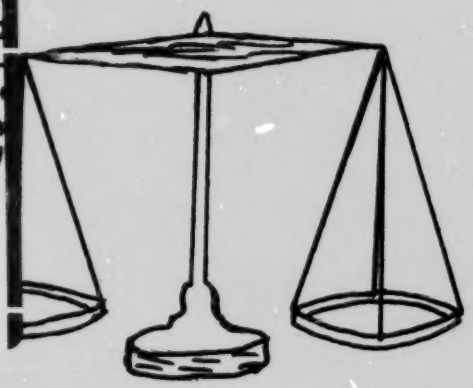

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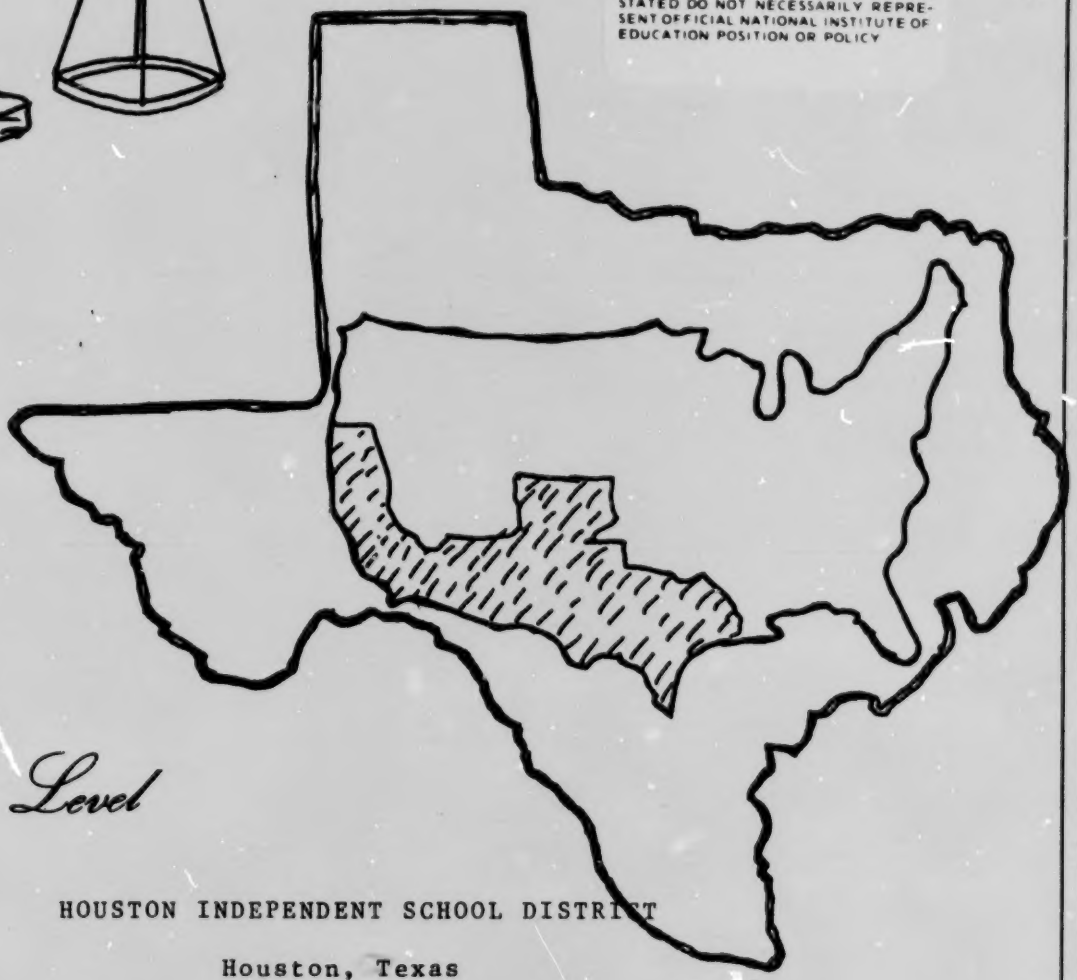

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Secondary Level

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TEACHING ENGLISH AS A SECOND LANGUAGE

A HANDBOOK

FOR

SOCIAL STUDIES

Curriculum Bulletin Number 75CBM6

Secondary Level

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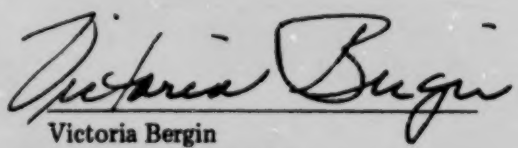
FOREWORD

In the summer of 1973, a team of teachers developed a *Resource Book for Teaching English as a Second Language* for the elementary classroom. The need for such a handbook at the secondary level has been apparent for several years. Since the publication and dissemination of the elementary resource book, teachers in secondary schools have continued to ask for help with methodology and materials appropriate for use with students of limited English-speaking ability. They have expressed the need for such help not only in the teaching of English as a Second Language but also in the teaching of content areas through English as a Second Language and bilingual techniques.

The Title III Bilingual-Bicultural Summer Training Program of 1974 had as its main focus the training of teachers who would be working with Spanish-dominant students during the following year, as well as the preparation of model lessons in Language Arts, History/Social Studies, Science, and Mathematics.

This publication, developed by the Title III staff, is the product of the Secondary Summer Training Program. It is published in four sections, each devoted to a particular subject area: Language Arts, Mathematics, Science, and History/Social Studies.

It is in response to the many requests from teachers in this area that the Houston Independent School District has undertaken to print and distribute this *English as a Second Language/Bilingual Handbook* for secondary schools.



Victoria Bergin
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Contributors from the Center for Public School Ethnic Studies

Thanks also are extended to Mr. Kenneth W. Root, principal of Andrew Briscoe Elementary School, whose enthusiasm and cooperation helped to make the program a success.

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GENERAL INTRODUCTION

Many secondary schools in the Houston district have significant enrollments of non-English speaking students or students who have limited English-speaking ability. Administrators and teachers have an immediate need for materials and programs appropriate for the student whose dominant language is not English. This handbook is published to answer some of those needs, primarily of the non-English speaker, but secondarily, of the student who is bilingual. Finally, many of the materials are appropriate for all students – in content areas, in cultural awareness, in oral language training.

Houston has a large enrollment of students with Spanish surnames. Their origins and histories are as varied as those of any other group of students. Within the 18 percent estimate of students with Spanish surnames, the variety of language and cultural experience is very complex. The materials presented here are designed specifically for those students who are relatively recent arrivals in the United Stuates and who are unable to function normally in the regular classroom conducted entirely in English.

The lessons presented can, in many instances, be employed within the regular curriculum. For instance, the science teacher can refer to the lesson on cell mitosis as a guide in his preparation, or the lesson can be copied and distributed directly to the students. Further, the methodologies and models represented in the lessons can be utilized in other presentations. The lessons are models of the various approaches which are appropriate for the student with limited English.

The Summer Bilingual-Bicultural Institute

This handbook was compiled as part of the Title III Bilingual-Bicultural Program during the summer of 1974. Twelve teachers from the Houston Independent School District participated in the project which involved training in English as a Second Language methodology, curriculum development, and actual teaching experiences.

Specialists in linguistics and bilingual-bicultural education presented two weeks of workshops designed to introduce basic concepts and strategies within their fields. Ana Chamot of the University of Texas, Lupita Quintanilla of the University of Houston, and the representatives of the Center for Public School Ethnic Studies, based in Austin, offered their knowledge and experience with a degree of enthusiasm and innovation that helped create a unity of purpose among the teachers in the program.

Students with limited English proficiency volunteered to attend four weeks of classes in language arts, history, mathematics, and science. Each student was exposed to a presentation in each content area every day. The structure required that each presentation be analyzed and evaluated for its appropriateness, effectiveness, and relevance. Such evaluation was required of the teacher presenting the materials, of other teachers in the program, and of the students. Lessons were accepted, revised, or rejected, based on such evaluation. Teachers who participated in the program were chosen from various fields: science, mathematics, Spanish, English as a Second Language, history, English, reading.

Because time was short and needs were great, teachers and students made daily assessment of what should have priority. Exact definitions of goals and efficiency of effort to achieve them were necessary to the success of the program. We hope that such bases are reflected in the handbook.

Content and Organization

This handbook is composed of four major units designated by content area: Language Arts, Mathematics, Science, and History-Social Studies. Because of the nature of the information within the various content areas, length and complexity of the lessons will vary. Some lessons contain one central activity; others have several activities to achieve the educational objective.

The General Introduction contains a section describing activities and methodologies appropriate for teaching any information as English as a Second Language (E.S.L.) Further, each content area division is preceded by a brief introduction with suggestions for that particular subject matter.

The user of the handbook should note that several lessons are cross-referenced between two content areas. He should also be aware that a perusal of the entire handbook will offer a broad view of approaches and methodologies that are appropriate for his particular classes (or a portion of his classes).

Some of the lessons are structured entirely in English, using the E.S.L. approach; others contain a minimal amount of Spanish; others are bilingual. Translations are supplied primarily for those situations in which a teacher has a small percentage of students with limited English ability. In many cases, the student can work on his own, employing if possible both the Spanish and English versions. This handbook is designed for teachers who seek practical, efficient, and productive plans for the student whose dominant language is other than English. It is hoped that the handbook will be a source and a model for such plans.

Materials and Equipment

Most of the lessons included in the handbook emphasize visual representation, where possible, to impart vocabulary and concepts in the most efficient way possible. The teacher who is aware of the power of visual reinforcement will collect, buy, create all manner of visual aids:

Photographs
Pictures and drawings from magazines
Pictures and drawings from old books
Pictures and drawings from newspapers
Posters
Transparencies
Filmstrips (commercial or self-made)
Films
Flashcards and sentence strips, charts, etc.

Visual stimuli accelerates the learning of oral language. Because mastery of the oral language is the first priority of the second language learner, *written seatwork without oral preparation should be avoided.*

Finally, the most important visual stimuli in any second language classroom are facial expression and gesture, not only as clues to the student, but in many cases as integral parts of communication.

Probably the two pieces of equipment most beneficial to the teacher and student in a language-learning environment are the tape recorder and the overhead projector. Commercially-made tapes are available for English as a Second Language. (See the attached bibliography.) Further, teachers within the content areas can create tapes for the specific needs of

their students. They might concentrate on the pronunciation of a specialized vocabulary or explanation of a process (using simple structures in English). The variety of possibilities depends upon the nature of the subject and the time the teacher can allot to the preparation of tapes. Tapes, of course, facilitate individual or small group work. The overhead projector and transparencies lend flexibility and variety to the use of visual materials.

Physical Structure of the Class

The primary difficulty for the teacher in many classrooms is that unrealistic schedules and overcrowded classrooms make it impossible for him to reach all of the students and their individual needs. When the teacher finds, in addition to that, students scheduled into his class who do not speak English, he is confronted with further challenges to his versatility and sensitivity. For the particular needs of the non-English speaking students, there are several structures or physical sets possible.

For instance, the teacher will immediately enlist the aid of any bilingual students to help with the monolingual Spanish student. That, of course, will work best on a one-to-one basis, and will probably benefit both students.

Further, during large group work, if the English-speaking students are exposed to Spanish, either in the giving of directions or the actual imparting of information, they will certainly benefit from the linguistic enrichment. Some of the possible physical groupings are those appropriate for most classroom situations:

Teacher directed: large groups, small group, individual

Peer directed: small group, one-to-one

Self-directed

Methodology

The basic philosophy of teaching English as a Second Language is based upon several premises which are true of any language learning – that is;

1. Listening and speaking skills are achieved prior to reading and writing skills.
2. Oral language is achieved through intensive oral practice and reinforcement.
3. The learning of a foreign or second language (especially in the nature of the sequence) is comparable to the learning of a native language.
4. Mastery of the language necessary for the most immediate needs of the students (certain domains, situations, etc.) is prior to, but not to the exclusion of, the mastery of extensive vocabulary, verb declensions, etc.
5. The target language is the language of instruction.

The following are several essential approaches to the teaching of English as a Second Language:

Repetition

Used for vocabulary and structure drill, expression and intonation. The teacher models; the student repeats, using as nearly as he can the same intonation, pronunciation, stress,

and pause that he has heard. The teacher will elicit the repetition from the whole group, part group (e.g., rows, individuals, or certain identifiable sets [girls, boys, everyone wearing red, etc.]).

The teacher will find that the use of particular gestures will increase the success of repetition drills and other oral drills. He should develop and train the students to recognize certain gestures that indicate *listen only, repeat, substitute, transform* (change), etc.

Substitution

The students are given the model of a basic structure. It is repeated by the students. The teacher then provides a substitution item to be inserted into the same structure:

Teacher:	This is *an* auditory nerve.
Students:	This is an auditory nerve.
Teacher:	auditory canal.
Students:	This is an auditory canal.
Teacher:	This is *a* hammer.
Students:	This is a hammer.
Teacher:	stirrup.
Students:	This is a stirrup.

In the drill shown above, the student is practicing a structure that is essential in English; he is learning the distinction between the use of the articles "a" and "an"; he is practicing the vocabulary necessary to the study of the human ear. This particular drill, of course, would be accompanied by a line drawing, a model, or some other visual representation of the ear.

In any kind of oral drill, it may be necessary to break into small units an unusually long utterance. One term for this kind of drill is "backward buildup":

Teacher:	The largest amphibian is the Japanese Salamander.
Students:	(Listen only.)
Teacher:	the Japanese Salamander.
Students:	the Japanese Salamander.
Teacher:	amphibian is the Japanese Salamander.
Students:	amphibian is the Japanese Salamander.
Teacher:	The largest amphibian is the Japanese Salamander.
Students:	The largest amphibian is the Japanese Salamander.

Although it might seem that such efforts would be intimidating to secondary students, they are not if they are introduced with a positive, enthusiastic attitude. The teacher might find, in fact, that such methods are entirely appropriate for any student learning new vocabulary.

Transformation

This drill involves basic transformations of the structure:

(Statement-Question)

Teacher:	Velasco is the president of Perú.
Students:	(Listen only.)
Teacher:	Is Velasco the president of Perú?
Students:	(Listen only.)
Teacher:	Henry Kissinger is the Secretary of State.
Students:	Is Henry Kissinger the Secretary of State?

Such transformation drills can be employed for the practice of positive-negative, question-answer, present-past, singular-plural, etc.

Memorization

The process of memorization, of course, occurs along with repetition, recombination, and the emphasis upon relevant information. One process which is appropriate for large group mastery of a passage or a dialogue is that in which the students see the preliminary graphic representation of the words (written on the chalkboard). The dialogue can include information within a particular content area:

Juan:	Did you go to Mrs. Martin's class today?
Joan:	Yes, we have a test tomorrow on astronomy.
Juan:	Oh, no! I don't remember the planets.
Joan:	Which one has the ring of gases?
Juan:	I think it's Pluto. . . .
Joan:	No, it's Saturn. Pluto is the furthest from the sun.

The teacher drills the class on the pronunciation of difficult words. He then has the class repeat the lines several times together. Then, he begins to erase articles, pronouns, etc., and finally the key words, until the students can repeat the entire dialogue without the aid of the written word.

Finally, parts of the class or individuals can deliver entire lines.

Directed Questioning

The teacher instructs one individual to question another. This can be a practice of the structure of questioning and answering only, using a dialogue of social situation; or it may be another method of drilling and reviewing information within the content areas:

Teacher: (To Student 1) Ask María if stratus clouds are dome-shaped.

Student 1: Maria, are stratus clouds dome-shaped? (The student is changing the structure of the sentence he has been given as a clue.)

María: No, stratus clouds are not dome-shaped. They are flat and form in layers.

Teacher: (To Student 3) Ask Gwen which clouds bring stormy weather.

Student 3: Gwen, which clouds bring stormy weather?

Gwen: Cumulonimbus clouds bring stormy weather.

(Such an exercise will necessitate prior drill and repetition using the various structures the students will need for their responses- question structures using *do, does, is, are, who, what, when, where,* etc.)

Guided Discussion

This process can be used after the students have a reasonable command of the vocabulary of a particular lesson, unit, concept, etc. The teacher provides a list (on the board, the overhead, or a chart) of possible structural or vocabulary elements necessary to make meaningful questions or statements about a particular subject. The student will choose appropriate statements from each column to discuss each type:

Cloud Types	Appearance	Height	Kind of Weather
cumulus	dome-shaped	25,000 ft.	winter
cumulonimbus	wispy	75,000 ft.	changes
cirrus	huge	2 - 4 miles	storms
stratus	thin	low	calm
	billowy		heavy rains
	dark		fair weather
	layers		
	thunderheads		
	fog		
	fluffy		

It may be necessary to model appropriate structures for the oral narration:

_____ clouds are (appearance).

They form at (height).

_____ clouds indicate (kind of weather).

The Sounds of English and Spanish

The student who is studying a second language will tend to superimpose the sound system of his native language over the sound system of the second language. In the case of the Spanish speaker learning English, there are many sounds which do mesh and therefore will offer positive influence. Although the sound may not be articulated in exactly the same manner in both languages, the speaker will be understood. Some such sounds are p, t, d, k, g, ch, f, s, m, n, l, y, w, iy, ey, e, a, ay, aw, oy, ow, uw.

Certain sounds substituted from the Spanish system to the English will result in "negative interference"; that is, the English word will be distorted so that it will be misunderstood or unintelligible. Such distortion occurs when the sounds of Spanish vowels are substituted for the English vowels (though some of those do transfer positively). Other English sounds affected in this way are b, v, h, r, z.

Some English sounds do not exist in the Spanish system. Those are the most difficult for the student to master. Such sounds are said to have "zero interference." Some are j, th, sh, zh (as in *pleasure*), ng, i, ae (as in *ask*), ɔ (as in *done*), ô (as in *caught*), u (as in *look*).

Sound Discrimination Drills

The teacher who is aware of the particular points of interference between the sound systems of English and Spanish will be able to approach the problem directly with oral sound discrimination drills. The most effective kind of practice is the Minimal Pair Drill. Minimal pairs are sets of words with a difference of one sound between them. The English word with the sound nearest to the Spanish should be listed first; the sound which will be more difficult for the Spanish speaking student is contrasted as follows.

mean - mine	meal - mile	eat - it
reel - rile	tear - tire	leak - lick
peal - pile	fear - fire	
cheese - she's	chair - share	low - law
cheap - sheep	catch - cash	Joe - jaw
chew - shoe	watch - wash	sew - saw
		hold - hauled
few - view	fine - vine	
fear - veer	file - vile	
	ferry - very	

Such lists of minimal pairs can be compiled to distinguish and practice sounds in English. Some possible activities for employing the minimal pairs are:

1. Oral drill - the teacher models the pronunciation.

2. Oral drill with visuals or gestures - the students distinguish the sounds and the meaning.

3. Oral reading (listening only) - students pronounce the words from the written form after the teacher models.

4. Listening discrimination - after the teacher pronounces the word, the students will hold up either one or two fingers to indicate the sound they have heard. (This should be done rapidly.) For individual evaluation, the student will write the number to signify the sound.

5. Dictation - the teacher reads the words from minimal pairs already practiced. Students write what they hear.

6. Oral or written practice in context - the teacher will give two utterances, such as:

   It is a gold *mean*.
   It is a gold *mine*.

   Will you sit in your *chair*?
   Will you sit in your *share*?

   The teacher asks which is correct. Students can respond orally or in writing, depending upon their mastery.

7. Sound and vocabulary mastery - after the students have mastered the sounds and the meaning, they can be asked to do more creative tasks, such as composing short statements or questions using the minimal pairs. They can create their own discrimination games and challenge the other students.

(Many of the sources listed in the bibliography contain minimal pair lists.)

The Structures of English and Spanish

Just as the Spanish speaker will tend to graft his phonetic system onto the English system, so will he tend to use Spanish structure for English utterances.

The following examples demonstrate how such interference will affect the English utterance:

Spanish Structure	*Effect in English*
1. The adjective is often placed after the noun.	It is my coat blue.
2. The indirect and direct object pronoun are often placed before the verb.	Him (to him) I give the book.
3. Spanish does not have an equivalent to the *do* and *does* of English.	You want to go?
4. Spanish does not have an equivalent of the neuter pronoun *it*.	Is very cold.

5.	The subject pronoun is not always expressed in Spanish because the verb inflection makes it understood.	Am sad.
6.	Statements of the possessive in Spanish are not always parallel to the English structure.	That is the house of Joe.
7.	Formation of the negative in Spanish does not correspond to the English structure.	He no can go.
	The double negative is common in Spanish.	He no see nothing.
8.	Article usage in Spanish varies from English structure.	The Mr. Johnson is the principal. My mother is teacher.
9.	Formation of the interrogative in Spanish does not correspond always with the English.	Is cooking your dinner? Is teacher his mother?
10.	Preposition usage in English and Spanish is not exactly parallel.	I live in Malone Street.
11.	Spanish does not employ inflections of the adjective for comparative and superlative forms.	Mary is more tall than Alice.

There are many other differences between the structures of English and Spanish, which will be reflected in interferences. (Please refer to the bibliography for references to the Stockwell and Bowen books.)

To guide the student in his practice of the morphology and syntax of English, the teacher can employ the kinds of drills and activities discussed in this introduction: repetition, substitution, etc.; the drill and practice will elicit the four language skills – listening, speaking, reading, writing.

Writing Skills

The kind of writing that any student does in the classroom will ultimately depend upon the nature of the subject and the priorities established by the teacher. The pattern is altered somewhat in the case of the student with limited English ability. His limitations will probably require the special attention of the teacher.

In E.S.L. methodology, there is a major concern that oral mastery should be previous to the written task. That guideline is effective in an oral language classroom where the emphasis is upon a sequential development of a second language. The realities of the content area classroom will sometimes necessitate a divergence from, or suppression of, such an ideal. It is preferable, however, to prepare the student with the visual and oral recognition before he is required to learn through the written word. That is not always possible.

There is a counterpoint to the stressed guideline. That is, the written task is a valuable reinforcement of the oral mastery. Again, modeling the correct form, as in oral learning, is a necessary introduction to the writing assignment.

Translation assignments should be avoided except for lists of nouns or adjectives which do not involve the mastery of English inflections.

These kinds of writing assignments are especially appropriate for students with limited English ability:

1. *Copying* – of vocabulary, dialogues, short paragraphs, diagrams and labels, etc.

2. *Dictation* – as reinforcement and evaluation of material mastered orally.

3. *Rewriting a dialogue into a narrative* – to practice the use of verb tenses (the teacher can specify present, present progressive, past, etc.) and relative pronouns.

   Example:

   Juan: Did you go to Mrs. Martin's class today?

   Joan: Yes, we have a test tomorrow on astronomy.

   Depending upon the instructions, the student will convert the conversation to a narrative form:

   Juan asked Joan, "Did you go to Mrs. Martin's class today?" Mary said that she had gone. She told him that they would have a test tomorrow on astronomy.

4. *Guided Composition* – to give the student written command of clusters of information. It is a follow-up to the "Guided Discussion" in oral language development.

5. *Dictation-Composition* – to incorporate the listening, reading, and writing skills in one task. Again, such an activity is subsequent to the oral practice. The teacher will read a passage several times. Students listen carefully for key words and for structure and sequence. The teacher then elicits from the student(s) the written form of key words, giving guidance when necessary. Students will then recompose the passage, using the written keys.

6. *Recombination* – to practice the use of adjective placement, compound and complex sentence structure, etc.

   Example:
   The nucleus is the center of the cell.

   The nucleus is the main control of the cell.

   The nucleus is the control center of the cell.

   The mirror is located below the stage of the microscope.

   The mirror reflects the light across the opening.

   The mirror, which is located below the stage, reflects the light across the opening of the microscope.

Phrases for the Classroom

The expressions listed here are usually appropriate and necessary for conducting classes. The teacher may wish to give students copies of the translated list. Oral practice of the English phrases will ultimately benefit the teacher and the students.

Come in.	entre(n)*, pase(n), por favor
Sit down.	siénte(n)se
What is your name?	¿Cómo se llama Ud?
What is your address?	¿Qué es su dirección?
What is your telephone number?	¿Qué es su número de teléfono?
Please sit here.	Siéntese aquí, por favor.
Open your books.	Abran sus libros.
Turn to page _____	Pasen a la página _____ .
Take out your pens.	Saquen sus plumas.
Take out your pencils.	Saquen sus lápices
Take out a sheet of paper.	Saquen una hoja de papel.
Take out your notebooks.	Saquen sus cuadernos.
Repeat.	Repita(n).
Listen.	Escuche(n).
Read.	Lea(n).
Write the answers.	Escriban las respuestas.
This is a test.	Ésta es una prueba.
Turn it in in _____ minutes.	Entréguenmelo en _____ minutos.
Review the lesson.	Repase(n) la lección.
Ask Joe _____ .	Pregúntele a Pepe _____ .
Do it in groups of _____ persons.	Hágalo en grupos de _____ personas.
Come here, please.	Ven acá, por favor. Véngase aquí, por favor.
Close the door.	Cierre(n) la puerta.
Please be quiet.	Silencio, por favor.
Answer the question.	Conteste(n) la pregunta.

*The command forms ending with *n* are plural.

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HISTORY AND SOCIAL STUDIES

FOREWORD

The lessons included in this section will coincide with the secondary history curriculum and can be incorporated into the regular sequence of presentation. Further, since E./S./L. methodology is employed throughout, these lessons can be used as models for structuring other lessons. Depending upon his command of the Spanish language, the individual teacher can choose to what extent he will use the bilingual components of the lessons. Four of the lessons are appropriate for presentation in an English or Language Arts Class:

Wedding Customs

The Folktale

La Llorona

Poetry Study

INTRODUCTION - HISTORY AND SOCIAL STUDIES

The history or social studies class can be a very positive experience for the Spanish-dominant students. Conversely, it can be one of the most frustrating of experiences. When it is impossible for him to read and comprehend long narratives in English because he does not know enough about the English language (its sentence structure, verb forms, etc.), it is impossible for him to even begin to translate to Spanish. The perspective which a history or social studies class can offer him is invaluable. He will learn about other races, other cultures, how they blend, how they contribute to the general society—if the material is presented in such a way that he can understand the language and the concepts. There are very few bilingual history classes at the secondary level; however, many bilingual and Spanish-monolingual students are enrolled in history classes. This unit offers methodologies and materials appropriate not only for the Spanish-dominant student but also for the bilingual student and the English-dominant student. Cultural awareness can result for all students—and that is, of course, one of the significant goals of any history class.

The basic tenets and techniques of English as a Second Language methodology are contained throughout this handbook, but they are listed and described specifically in the General Introduction. Further elaboration is presented through oral drills, visual reinforcement, guided writing, etc., which can be found throughout the handbook. Specific applications of ESL methodology in history and social studies are represented by activities (listening, speaking, reading, and writing) which teach language patterns and vocabulary within the content area.

Texas history curriculum, of course, offers unlimited scope for teaching including the Mexican and the Mexican-American influence in the racial origins, exploration, settlement, development, geography, and culture of that part of the world. Lessons in this unit include treatment of Mexican folklore and other literature, customs, traditions, cultural identity, and historical perspective in racial identity. These are offered as sample lessons for presenting material to Spanish-dominant and bilingual students. The models for selection of materials and implementation of bilingual and ESL methodologies can be applied in almost any area of the history or social studies curriculum.

Within the Texas history or American history class, all students will benefit from time spent in presenting information directly relevant to everyday life. Recent arrivals in this country, or students with limited experience beyond the home, will find invaluable introductory materials about the city and the state: Where can one find parks, recreational areas, public entertainment? Where does one get assistance in finding a job, getting a driver's license, locating public service facilities and agencies? How does one fill out a job application? What is an income tax report?

Role-playing and other interaction activities can be learning experiences for all students. Such activities concentrating upon acculturation and language differences will be especially meaningful for the Spanish-dominant student. Students can act out (even with limited English) essential situations for operating in this society:

Introductions	Ordering lunch
Asking directions	Attending a dance
Visiting the nurse	Applying for a job, etc.

Maps, charts, and other visuals representing locations, distributions, movements, etc., are important components of any history or social studies class. With careful introduction, oral reinforcement, and specific models, limited-English speakers will be able to master many of the skills necessary for map, graph, and chart activities. This unit includes several guides for such activities, with suggestions for possible expansion of activities.

Some appropriate writing activities for the limited-English speaker are included in the General Introduction. All of them can be applied in the history class:

Guided Narrative

Rewriting historical dialogue into narrative form

Dicto-composition

Re-order mixed utterances (from an historical speech, a law, a sequence of events)

A selected bibliography relevant to the teaching of history to Mexican and Mexican-American students follows this unit.

SELF–CONCEPT

Introductory Activity

Level:

Grades 7 - 12

Objectives:

1. After a process of self-analysis, the student will write his responses to questions about self-identity, preference, and opinion.

2. Student will identify the origin, geographical and cultural, of selected music recordings.

Rationale:

The activities included here are valuable as tools to encourage the student to analyze his thoughts and emotions and to respect individual differences of opinion. They are, also, useful to the teacher in evaluation and diagnosis.

Level of Communication:

Individual or large group

Procedures:

1. Have the student write in the blanks his responses to the following questions:

   My favorite song is _____.

   My favorite music is _____(rock,cumbia,etc.)

   I _____ (do, do not) know what *posada* is.

   I speak _____.

   My name is _____.

   I am _____.

2. Have the student circle the term which best describes his cultural heritage.

   a. Anglo - white
   b. Negro-black-Afro
   c. Mexican, Mexican-American
   d. Chicano - brown
   e. Latin-American, Spanish American
   f. Items c, d, and e.
   g. Others

3. Have the student listen to portions of several recordings selected by the teacher or the students. He will write his response to the following:

   Mood of the music _____ (happy, sad, bitter, patriotic)

Language used in the lyrics _____

Cultural source_____(Mexican, African, German, British, Anglo-American, etc.)

4. Have the student write his responses to the Sentence Completion Test (provided here in both the English and the Spanish versions).

Materials:

Pictures, posters, or films representing various cultures and traditions
Records in several languages
Sentence Completion Tests

Evaluation:

The Sentence Completion Test can be administered as a pre-test to be repeated at the end of the school year as a guide in the assessment of the student's self-concept.

SENTENCE COMPLETION TEST

1. I think most girls _____
2. When I'm with other people _____
3. Compared with most families, mine _____
4. I think my teachers _____
5. I'd like to be able to _____
6. The only trouble _____
7. My dreams _____
8. What I don't like about men _____
9. I feel that a friend _____
10. When my mother _____
11. I'm most afraid of _____
12. My family treats me like _____
13. When I get angry _____
14. To me the future looks _____
15. I have almost always been _____
16. I like my mother but _____
17. People think of me as _____
18. When I see a man and woman together _____
19. I know I shouldn't be, but I'm afraid of _____
20. As a child, I _____
21. Down deep inside, I think my father _____
22. I get very angry _____
23. I think school _____
24. I could be very happy if _____

25. One night I dreamed that _____

26. My idea of a perfect woman _____

27. I don't like people who _____

28. I would do anything to forget the time I _____

29. When I was little, my family _____

30. What I want most _____

31. I get nervous _____

32. I think mother _____

33. When I'm not around, my friends _____

34. It does seem that _____

35. The dream I remember most was about _____

36. Other people _____

37. My father _____

38. When I was younger, I felt guilty _____

39. When I grow up _____

40. When people get married _____

41. I don't like women who _____

42. At school, I feel _____

43. I worry about _____

44. When somebody does something to hurt me _____

45. I feel happiest when _____

46. Most of my friends don't know I'm afraid of _____

47. If my father had only _____

48. If a woman were able to, she would _____

49. The worst dream I ever had was about _____

50. I think most men _____

51. I think I'm _____

52. Now, I feel guilty about _____

53. When I hurt someone _____

54. Really deep inside, I think my mother _____

55. When someone is mean to me _____

56. Sometimes my fears make me _____

57. The people I like best _____

58. My idea of a perfect man _____

59. The worst thing that ever happened was _____

60. I think most boys _____

61. I hate _____

62. Most women are _____

EXAMEN: COMPLETAR ORACIONES*

1. Creo que casi todas muchachas _____
2. Cuando est_ con otras personas _____
3. En comparación con la mayoría de familias, la mía _____
4. Creo que mis maestros _____
5. Quisiera poder _____
6. El único problema _____
7. Mis sueños _____
8. Lo que no me gusta de los hombres _____
9. Creo que un amigo _____
10. Cuando mi madre _____
11. Lo que temo más _____
12. Mi familia me trata como _____
13. Cuando me pongo enojado _____
14. El futuro me parace _____
15. Casi siempre he sido _____
16. Quiero a mi mamá, pero _____
17. Otras personas me ven como _____
18. Cuando veo a un hombre y una mujer juntos _____
19. Sé que no debo, pero tengo miedo de _____
20. Cuando era niño, yo _____
21. En el fondo, creo que mi papá _____
22. Me pongo muy enojado _____
23. Creo que la escuela _____
24. Pudiera ser muy feliz si _____
25. Una noche soñé que _____
26. Para mí la mujer ideal _____
27. No me gustan las personas que _____
28. Hiciera todo posible para olvidar cuando yo _____

*Developed by the University of Houston, College of Education

29. Cuando era joven, mi familia _____

30. Lo que más quiero _____

31. Me pongo nervioso _____

32. Creo que mi mamá _____

33 Cuando no estoy con ellos, mis amigos _____

34. Me parece que _____

35. El sueño que recuerdo más se trataba de _____

36. Otras personas _____

37. Mi padre _____

38. Cuando era más joven, me sentía culpable _____

39. Cuando sea adulto _____

40. Cuando unas personas se casan _____

41. No me gustan mujeres que _____

42. En la escuela me siento _____

43. Me preocupo _____

44. Cuando alguien me hace daño _____

45. Estoy más feliz cuando _____

46. La mayoría de mis amigos no saben que tengo miedo de _____

47. Si mi padre hubiera _____

48. Si una mujer pudiera, ella _____

49. El peor sueño que he tenido se trataba de _____

50. Creo que la mayoría de hombres _____

51. Creo que yo soy _____

52. Ahora, me siento culpable de _____

53. Cuando yo le lastima a alguien _____

54. En el fondo, creo que mi mamá _____

55. Cuando alguien es malo conmigo _____

56. Algunas veces mis temores me hacen _____

57. Las personas que me gustan más _____

58. Para mí el hombre ideal _____

59. Lo peor que jamás ha pasado fue _____

60. Pienso que la mayoría de muchachos _____

61. Yo odio _____

62. La mayoría de mujeres son _____

CIVIL RIGHTS

Level:

Grades 7 - 12

Objectives:

The student will be able to:

Discuss incidents prior to 1954 dealing with segregation and ethnic discrimination.

Discuss incidents after 1954 caused by desegregation laws.

List outstanding leaders in the Civil Rights movement.

Level of Communication:

Group

Procedure:

1. The teacher will conduct oral drills, incorporating statements referring to significant occurrences and laws affecting civil rights:

   a. Repetition (Use backward buildup if necessary.)
   Before 1954 white schools were not integrated with other ethnic groups.
   Equal education did not exist in the American schools, etc.

   (Las escuelas estaban segregadas en el Sur y Norte con los negros y méxico-americanos y con los chinos en otras regiones.)

   b. Substitution
   (All oral drills should be reinforced with visual aides where possible.)

   There were separate schools for Blacks.
   Mexican-Americans.
   Chinese.
   Anglos.

   c. Repetition
   After 1954, schools began to be integrated.
   Federal courts enforced the laws of the government.
   Busing of students was necessary to integrate the schools.

   (En mil novecientos cincuenta y cuatro, el gobierno federal ordenó que las escuelas fueron desegragadas.)

d. Substitution

There were *problems* in many communities.
demonstrations
riots

(La desegregación de las escuelas norteamericanas causó muchas problemas.)

e. Repetition

Workers organized themselves into strong unions.
Unions protested against low wages.
Labor movements gained many benefits through strikes.

(El movimiento de los obreros, a través de muchas huelgas, resultó en mejores condiciones de trabajo.)

f. Substitution

There were boycotts on *schools*.
restaurants.
department stores.
farm products.
super markets.

(El pueblo norteamericano boycoteó aquellas organizaciones con pfacticas injustas.)

2. The teacher presents several civil rights leaders and organizations and leads an oral drill which incorporates pronunciation of their names and pictures and philosophies where possible.

g. Substitution

Dr. King led the fight for civil rights.
Malcolm X
Ceasar Chavez
Reies Tijerina
The N.A.A.C.P.
La Raza Unida

Materials:

Spanish-English Dictionary
U. S. maps that show ethnic concentrations
Newspapers
Photographs of civil rights leaders

Evaluation:

Completion questions (oral and/or written) incorporating the content and structures of the oral drill.

RACIAL AND ETHNIC GROUPS IN AMERICA

Level:

Grades 7 - 12

Objectives:

1. Student will be able to trace the origins of American racial groups to various geographical areas.

2. Student will be able to identify certain traditional contributions in the heritage of ethnic groups.

3. Student will be able to identify famous personalities from ethnic groups.

Level of Communication:

Large group, small group

Procedure:

1. The teacher will use maps and oral group participation (repetition of the names of racial, ethnic, and tribal groups for mastery of identification) to trace the origins and migrations of peoples. (The use of large visuals and color to distinguish the movements of various groups will make for a successful presentation. See the maps for models and suggestions.)

2. The class will listen to, read, analyze and interpret poems, such as "I am Joaquin" by Rodolfo "Corky" Gonzalez and "What is Black? What is White? What is Brown?" Because the poem "What is Black?" employs comparatively simple structures, it can be offered to the limited English speaker. It also offers interesting vocabulary clusters.

3. The teacher will present pictures, films, etc., along with notable accomplishments of the famous ethnic personalities. (Such examples can be drawn from past or contemporary figures, from sports, entertainment, or literature. Students will be able to contribute to such a presentation or display.)

Materials:

Pictures of sports heroes and other famous personalities; articles from newspapers treating accomplishments of personalities from particular ethnic groups; outline maps of Europe, the Americas, Texas.

Evaluation:

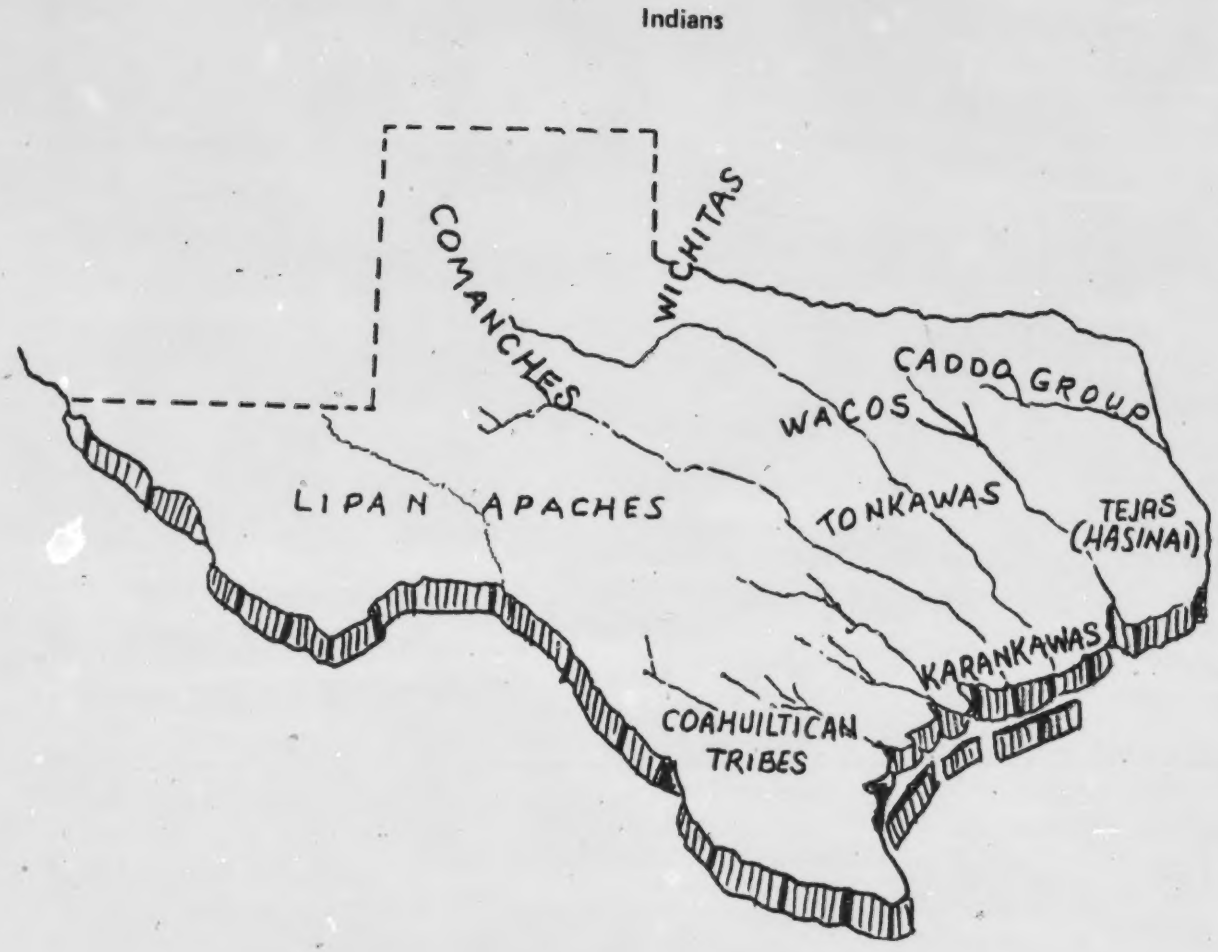
Students will be able to trace on outline maps the major racial migrations.

Students will be able to write on an outline map the names of the principal Indian tribes in Texas. (The same task can be done on a map of Mexico, if that has been presented.)

Students will list important people from each ethnic group studied and name their contributions or accomplishments.

AS WE TRACE THE RACES, WE FIND NEW PEOPLE AND NEW PEOPLE ARE CREATED

PRINCIPAL INDIAN TRIBES IN TEXAS IN THE EARLY DAYS



Source: *Early Days in Texas*, H.I.S.D Curriculum Bulletin Number 70CBP46, Item Number 35.057

WHAT IS BROWN?

Brown is the color of a country road
Back of a turtle
Back of a toad.
Brown is cinnamon
And morning toast
And the good smell of
The Sunday roast.
Brown is the color of work
And the sound of a river,
Brown is the house
On the edge of town;
Where wind is tearing
The shingles down. . .

Brown is a freckle
Brown is a mole
Brown is the earth
When you dig a hole.
Brown is the hair
On many a head;
Brown is a feeling
You get inside
When wondering makes
Your mind grow wide.
Brown is a leather shoe
And a good glove---
Brown is as comfortable
As love.

WHAT IS WHITE?

White is a dove
And lily of the valley
And a puddle of milk
Spilled in an alley- - -
A ship's sail
A kite's tail
A wedding veil
Hailstones and
Halibut bones
And some people's
Telephones.
The hottest and most blinding light
Is white.
And breath is white
When you blow it out on a frosty night.
White is the shining absence of all color
Then absence is white
Out of touch
Out of sight.

White is marshmallow
And vanilla ice cream
And the part you can't remember
In a dream.
White is the sound
Of a light foot walking
White is a pair of
Whispers talking.
White is the beautiful
Broken lace
Of snowflakes falling
On your face.
You can smell white
In a country room
Toward the end of May
In the cherry bloom.

Like acrobats on a high trapeze
The colors pose and bend their knees
Twist and turn and leap and blend
Into shapes and feelings without end
Then there is a section for colors:
What is purple? Gold? Black? Brown? Blue?
Gray? White? Orange? Red? Pink? Green? Yellow?
What is Black?

Black is the night
When there isn't a star
And you can't tell by looking
Where you are.
Black is a pail of paving tar
Black is jet.
And things you'd like to forget
Black is a smokestack
Black is a cat
A leopard, a raven
A high silk hat.
The sound of black is
"Boom! Boom! Boom!"
Echoing in an empty room.
Black is kind
It covers up
The run-down street
The broken cup.
Black is charcoal
And patio grill
The soot spots on
The window sill.
Black is a feeling
Hard to explain
Like suffering but
Without the pain.
Black is licorice
And patent leather shoes
Black is the print
In the news.
Black is beauty
In its deepest form
The darkest cloud
In a thunderstorm.
Think of what starlight
And lamplight would lack
Diamonds and fireflies
If they couldn't lean against black.
"How would you know that you are white
If there weren't a black person in sight"

THE IMMIGRANT EXPERIENCE

by

Richard Olivas

I'm sitting in my history class,
The instructor commences rapping,
I'm in my U. S. history class,
And I'm on the verge of napping.

The Mayflower landed on Plymouth Rock.
Tell me more, tell me more.
Thirteen colonies were settled.
I've heard it all before.

What did he say?
Dare I ask him to reiterate?
Oh,why bother.
It sounded like he said,
George Washington's my father.

I'm reluctant to believe it,
I suddenly raise my mano.
If George Washington is father,
Why wasn't he Chicano?

SOCIAL AWARENESS

Songs

Level:

Grades 7 - 12

Objectives:

1. After listening to a song, the student will be able to identify the sex and ethnic background of the performer.

2. After listening to a song, the student will be able to discuss the message of the song.

Level of Communication:

Large group

Procedures:

1. The teacher will select a record that is a personal favorite or one that he wants the class to hear because of the message of the lyrics (Helen Reddy's "I Am Woman"). The class will listen to the record while the teacher identifies the sex and ethnic background of the recording artist. The teacher also tells the class what the message of the song is, what his feelings about the message are, and what the song means to him. Class discussion should follow.

2. The teacher will ask each student to bring a record of his choice. The teacher will emphasize to the class to select songs with a message; they should not bring songs without lyrics. The same procedure used with the teacher's record will be followed with each student's record as it is presented and discussed.

Suggested songs which will provide a variety of recording artists and social comments are the following:

El Chicano	"El Grito"
Kris Kristofferson	"Why Me, Lord"
Bob Dylan	"Blowin' in the Wind"
Helen Reddy	"I Am Woman," "You and Me Against the World"
James Taylor	"Fire and Rain," "Suzanne"
Simon and Garfunkel	"Sound of Silence," "El Condor Pasa"
Tammy Wynette	"Stand By Your Man"
Neil Young	"Mother Nature on the Run"

Carole King	"Sweet Adonis"
Paul Revere and the Raiders	"Cherokee Nation"
Johnny Rodriguez	"Pass Me By"
Cat Stevens	"Where Do the Children Play?"

Materials:

Record player
Records of Songs (as suggested)

Variation:

1. The teacher might use the "Discussion Interaction" activity in presenting the lesson. Divide the students into two groups: one group forms an inner circle; the second forms an outer circle. The outer circle will be instructed to *listen* attentively to the responses and discussion of the inner circle. The outer group will be expected to restate, as accurately as possible, the main ideas the inner circle discussed. For the second song, the same procedure is used, reversing the groups. It should be stressed that only the members of the inner circle will be able to participate in the oral discussion. The outer circle must listen and remain silent until asked to restate.

2. A long-range activity is to ask students to collect lyrics from songs in either English or Spanish. Students can include written interpretations of the lyrics. They can collect biographies and photographs of the artists and include all of the materials in a scrapbook. At some point, such collections can be shared with the rest of the class.

MUSIC AND CULTURE

Level:

Grades 7 - 12

Objectives:

Upon listening to a musical selection, the student will be able to:

1. Locate the geographic origin of the music.
2. Identify the ethnic background of the performer.
3. Identify dominant instruments in various selections.
4. Identify the sex of the performer.

Level of Communication:

Large group

Procedure:

1. The teacher may wish to review the unit on racial origins and mixtures.
2. Teacher will review with students the handout (worksheet) representing exactly what is to be noted.
3. Student will listen to and respond to records representing various locations, instruments, and ethnic groups—note these on the worksheet. (Posters or other visuals depicting the country, region, group, or particular artist will add to the impact of the lesson.)

Materials:

Records
Record player
Maps
Posters
Handout of "Worksheet"

WORKSHEET

Let's listen to the music of the people to see whether we can relate songs and groups to places and origins. Answer the following questions by completing the worksheet: Of what race is the person? What musical instrument is dominant? Where does this person live? Is the performer male or female? Use your outline maps to show where this person lives.

	Brown & Yellow	White	Black	Musical Instru.	Alpha. of Conts.	
Aretha Franklin			woman	Piano	AI	1.
Elton John		men		Piano	AN	2.
Los Angeles Negros	men			Guitar	F	3.
Cabanos de Africa			men and wom.	Drums	F	4.
Nargana King		woman		String	A	5.
Mona Lee	woman			String	AN	6.
Los Chicos De Brazil	men			Guitar	B	7.

Now as we replay the records of the same people, give the origins of his/her racial group.

Aretha Franklin			woman	Harps, drums	C	1.
Elton John		man		Piano, Fiddle	E	2.
Los Angeles Negros		men		Drums, flutes	A	3.
Cabanos de Africa			men and wom.	Drums, flutes	C	4.
Nargana King		woman		String, guitar	E	5.
Mona King	woman			String	D	6.
Los Chicos De Brazil		men		Guitar	B/E	7.

A.

B.

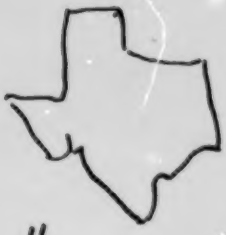
C.

D.

49

E.

G.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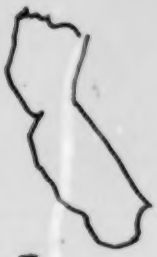
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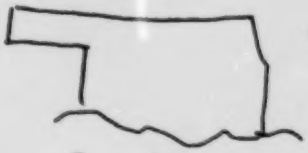
J.

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L.

WEDDING CUSTOMS

Level:

Grades 7 - 10

Objectives:

1. The student will be able to give a definition in his own words for "culture."
2. The student will be able to differentiate between certain customs observed in Mexico and in the United States.
3. The student will be able to recognize and name customs observed in a Mexican American wedding.

Level of Communication:

Large group

Procedure:

1. The teacher will read the story or play a recording. (See the attached "The Wedding of Ramon and Linda.")
2. If possible, the students will then be asked to read the story aloud, in the large group, or broken into smaller groups.
3. The teacher will define words such as those listed at the end of the story.
4. Students will practice orally structure and vocabulary from the story.
5. The teacher will encourage a discussion of wedding traditions as illustrated in the story. Meaningful contributions from individual students should be listed on the chalkboard or on an overhead projector as the discussion progresses.

   Some of the following points should be elicited:

   a. A definition of culture: Culture is the reflection of habits, skills, manners, emotions, etc., of a given people in a given period.

   b. What can the students offer from their own experiences at weddings?

   c. What is the significance of some of the traditions discussed, such as the *lazo* which means that the couple are being united for life, etc.?

   d. What can the students offer about weddings among other ethnic groups (Jewish, Greek)?

Variation:

Given a special event or a holiday, such as Christmas, a birthday, a funeral, or a baptism, students will list some customs observed in each.

Materials:

The reading text, "The Wedding of Ramon and Linda" by Carlos Laralde.

Visuals, articles, to enliven the concepts for the students.

Evaluation:

Oral evaluation can be based upon the discussions and drills.

Written evaluation can be accomplished through the direct questions included here or through the students' lists recalling wedding traditions.

Substitution Drills

Linda sneaked to her aunt's home.

_____ sneaked to her aunt's home. (Jane)
_____ sneaked to her aunt's home (Veronica)
_____ sneaked to her aunt's home (Alicia)
_____ sneaked to her aunt's home. (Sally)

Linda accompanied her *parents* to *Guadalajara*

Linda accompanied her _____ to _____. (sisters, Houston)
Linda accompanied her _____ to _____. (cousins, the store)
Linda accompanied her _____ to _____. (friend, school)
Linda accompanied her _____ to _____. (grandparents, church)

Following the *ceremony*, the couple went to *the reception.*

Following the _____ the _____ went to _____ (speech, student, school)
Following the _____ the _____ went to _____ (reception, guests, restaurant)
Following the _____ the _____ went to _____ (circus, children, to bed)

For Written or Oral Response

1. What are the customs that Linda and Ramon are observing leading to their wedding?
2. What is a chaperone?
3. What surprised Ramon about the customs in Wilmington?
4. What did Ramon ask Father Serra to do for him?
5. What is the purpose of the publication of the banns?
6. What does the *lazo* represent?
7. What do the *arras* represent?
8. How did the couple adorn the car?

Traditional Observances In A Mexican American Wedding

dating	confession	sweetheart
chaperone	*el lazo*	processional
pedir la mano	*las arras*	
publication of the banns	decorating the car	

The Wedding Of Ramon And Linda

Linda Martinez, of a pioneer family in Wilmington, accompanied her parents on a vacation trip to Guadalajara. There the creamy-skinned norte-americana caught the eye of Ramón Medina. The handsome Huichol Indian courted Linda always in the presence of a chaperone. When his *novia* left for California, he followed.

In Wilmington, Ramón was surprised to see couples dating freely in public.

Linda "sneaked" to her favorite aunt's home where she taught Ramón to dance. Mexican bridegrooms must dance on the wedding eve, especially in the Sweetheart Processional.

A well brought-up young man asks the father for the hand of his *novia*. With no male relative in California to speak for him, Ramón asked the priest at the Holy Family Church to speak for him.

Five weeks before the wedding, Ramón and Linda went to the church to arrange the time for publication of the banns, which announced the impending marriage three times.

"Your wedding day will be joyous," explained Father Junipero Serra, "but your continuing happiness depends on your daily dealing with small problems and troubles. You must accept each other's faults and virtues."

The wedding invitations were a printer's triumph, both families requesting "the honor of your presence." The bride's side, on the left, named seven bridesmaids, while the right side gave a matching member of Ramón's male attendants.

The couple enjoyed choosing the place, the music, and the food for the evening reception.

On the eve of the wedding, Ramón and Linda confessed their sins.

Following the solemn marriage vows, the **lazo** was performed. The **lazo** means a bond or tie. As pledge of their union, a double loop was laid on the shoulders of Ramón and Linda. The wide white satin ribbon told their given names in gold letters.

During the courtship, Ramón had collected 13 silver coins, the **arras.** Following the ceremony Ramón holding cupped hands high, let the coins fall into Linda's hand. Thus he was promising to earn their living. His coins were silver dimes, but some grooms choose gold pieces. Couples treasure the **arras** all their lives, they must never be lost or spent.

After the cermony, the happy couple rode up and down the main avenues, horns demanding attention. Three shades of pink paper flowers bedecked the car from hood to back bumper.

At least 200 guests attended the afternoon reception at Linda's home. Señor Martinez did not count the cost of his open heart hospitality to a **fiesta**-loving people. Relatives and neighbors pitched in to cook and serve the refried beans, rice, salads, chicken, roast beef, cake, and a case of wine and cold beer. Linda wore her white wedding gown and veil all afternoon and evening, as is the custom.

In the evening, the reception moved to the large American Legion Hall to witness the final traditional observance, the romantic procession. The groom claimed the first dance with his radiant bride.

While dancing together Ramón and Linda envisioned the Sweetheart Processional in future years, first with a silver motif, then with a gold. Their children would be the bridesmaids and groomsmen, formally dressed.

The Latin view that marriage is for life, for the begetting and protecting of children, has withstood the hardships and crises of time. So, on their wedding day, the most meaningful day of their lives, Ramón and Linda looked forward to a long and happy life together.

VOCABULARY

Huichol Indian	impending	observance
virtues	procession	begetting
banns	solemn	radiant

Chevez, Albert C., ed. *Yearnings.* Pendulum Press, Inc., West Haven, Conn. 1972.

THE FOLKTALE

Level:

Grades 7-12

Objectives:

1. Students will be able to answer questions, orally and written, dealing with the origin and dissemination of folktales and with the cultural characteristics portrayed in folktales.

2. Students will be able to punctuate a passage of dialogue, using commas and quotation marks appropriately.

Level of Communication:

Large group and individual

Procedure:

1. Elicit responses from the students concerning their general knowledge of folktales.

   How are folktales created?

   How are folktales transmitted?

   Who tells folktales?

   Why do people tell folktales? etc.

2. Read aloud or play from a tape recorder a selection from *La Lechuza* or another appropriate folktale. This may be read in either Spanish or English, depending upon the teacher and the students.

   Use the particular story to stimulate discussion or short answer responses about the characteristics of folktales.

   Suggested items: Folktales are created by the common people. They are a reflection of the culture of the people who tell them (life style, religion, dialect, dress, food, poetry, songs, superstitions, health practices, etc.). Often, particular people are responsible for transmitting folktales: the grandmother, grandfather, a person in the village or neighborhood who is designated as or inherits the role of story teller. Folktales are transmitted orally; therefore certain elements may vary with the person telling it. Folktales often have stock characters (innocent people, supernatural beings, venerable old people, villains, etc). Folktales usually revolve around one essential situation, a problem to be solved, poverty to riches, etc. The influence of nature, and often of the supernatural, is important.

   This kind of information can be extended depending upon the age and competency of the students.

3. Introduce "The Impartiality of Death" (See the following pages). Emphasize the importance of catholicism as a predominating influence in Mexico and among Mexican-Americans.

Perales, Alonso M., *La Lechuza*, The Naylor Co, San Antonio, 1972

Possible approaches to "The Impartiality of Death":

a. Record the story on tape employing the various voices and setting the mood with music.

b. Develop a dramatization of the story, including the four characters and a narrator.

c. Rewrite the dialogue into a narrative.

d. Write a folktale. (The teacher will give suggestions for suitable situations and characters.)

4. Review the punctuation of conversation in the folktale.

5. Give further examples of the use of commas and quotation marks in the writing of conversation.

6. Have students fill in missing commas and quotation marks for a passage of conversation. (The overhead projector is effective in preparing students for this activity. Use a copy of the printed passage with the punctuation deleted. Use a bright color to mark the punctuation as students observe.)

7. There are structural elements in the story which can be emphasized.

I am sorry, but...
The reason is that...
I have no...

Sample drill: Transformation

Teacher:	I don't have any favorites.
Student:	I don't have any favorites.
Teacher:	I have no favorites.
Student:	I have no favorites. (Transform.)
Teacher:	I don't have any money.
Student:	I have no money.
Teacher:	I don't have any milk.
Student:	I have no milk.

***

Teacher:	He doesn't have any records. (Repeat.)
Student:	He doesn't have any records.
Teacher:	He has no records. (Repeat.)
Student:	He has no records.
Teacher:	He doesn't have and brothers. (Transformation)
Student:	He has no brothers, etc.

THE IMPARTIALITY OF DEATH – Imparcialidad de la muerte

An old man stole a rooster from a chicken coop because he was very hungry. He took it home, killed it, and put it on to boil. Someone came to the door. The man did not want to go because he thought it was the owner of the bird, but the knocking continued and he could not ignore it. "Who are you and what do you want?" he asked the man standing there.

"I am God and I want something to eat."

"I am sorry but I cannot give you anything," said the man.

"Why?" asked our Lord. "I smell food so I know you are not in want."

"No, I am not in want," said the man.

"Then what is the reason?" said the visitor.

"The reason is," said the man, "that I do not like to feed anyone who does not treat everyone alike. I notice that to some you give much; to others little."

"Yes, that is true," said the visitor, and departed.

Soon there came another knock at the door. A woman stood there this time. "And who are you?" said the man.

"I am the Virgin," said the woman, "and I would like something to eat."

"I am sorry," said the man, "but I cannot share my food with you."

"Why?" asked the Virgin.

"Because," said the man, "you are one of those who does not treat everyone alike. To some you give much; to others little." The Virgin had nothing to say, so she left.

And now the rooster was cooked and the man was ready to sit down and eat. Another knock was heard. "I wonder who it can be this time?" said the man. At the door stood Death. She said, "I smelled your rooster and I came along to help you eat it."

"And why not?" said the man. "Aren't you one who treats everyone alike?'.

"That is so," said Death. "I have no favorites. The poor, the rich, the young, the old, the sick, the well — all look alike to me."

"That is the reason you may come in and share my food," said the man. Death entered and the two had a grand feast.

(Gathered by Juanita Gonzales, Pojouaque, New Mexico).

***

Write in the puncuation for the following passage:

"Benny, will you tell us why Jim's dog would not pull the cart?" Miss Jones looked up from her teacher's text and waited for the little boy to respond.

Benny stared intently at the book and then sheepishly said, "I don't know, teacher."

"All right, Benny. You know the first sound. The word is *took*, just like *look* and *book*."

"Jim t-t-t...." the boy began.

"That's fine, Benny. You know the first sound. The word is *took*."

Shular, Antonia Castaneda, Tomas Ybarra-Frausto, and Joseph Sommers, *Literature Chicana, 1972*

Benny gave his book a determined look and continued. "Jim took his c-c-c...."

"Benny, if you cover up the "c" with your finger, you will see a word you know. What is it?"

Benny stared and wrinkled his brow in concentration. He did as she said, and discovered the familiar word."Art!" the boy cried out triumphantly. Jim took his cart and l-l-l...."

Shular, Antonia Castañeda, Tomás Ybarra-Frausto, & Joseph Sommers. *Chicano Literature*, Prentice-Hall Inc., New Jersey Englewood Cliffs, 1972.

LA LLORONA

A Mexican Folktale
(To follow the general introduction to the folktale).

Level:

Grades 7-12

Objective:

Students will be able to identify characteristics of the folktale in the story "La Llorona".

Level of Communication:

Large group

Rationale:

For most Mexican—American students, the Llorona story will not be entirely new. Presentation of what may be a familiar story will provide relevance in the analysis and appreciation of folktales.

3. Song lyrics referring to La Llorona can be read as poetry (aloud as a group activity). One of the versions is included here. Students will discuss mood and imagery, especially as it applies to the familiar story. (sombra, el negro, azul celeste, etc.)
   Students will be instructed to listen carefully to the tape recording to determine what is the same and what is different in the two versions.

4. Students can listen to a tape recording of the two versions of La Llorona. (See the attached script with versions from California and Texas.)

Procedure:

1. Review the characteristics of the folktale (origin, transmission, cultural elements, etc.)

2. Ask students to tell what they know about La Llorona. Elicit answers; Who is she? Where is she? What does she do? Why does she do it? Where does the story come from? Who tells the story? etc.

Materials:

Tape recorder
Poster (drawing of La Llorona)
Tape recording of two versions of La Llorona
Cartoon handout

Evaluation:

Students will be guided in the discussion of the two versions of La Llorna. This can be assigned as a written activity, either in Spanish or English. The outcome can be recorded on the chalkboard as seen on the following page.

EQUAL

California	Texas
1. la mujer	1. la mujer
2. mató a sus hijos	2. mató a sus hijos
3. el grito	3. el grito

***

1. the woman	1. the woman
2. killed her children	2. killed her children
3. the scream	3. the scream

***

DIFFERENTE

California	Texas
1. el cuento básico	1. trata de lo que le pasó a un hombre que vio a la llorona.
2. la mujer sin cabeza	2. la mujer con el pelo largo
3. no menciona el lugar en donde está ella	3. ella se queda cerca del río

etc.

***

DIFFERENT

California	Texas
1. the basic story	1. tells about what happened to a man who saw La Llorona.
2. the woman has no head	2. the woman has very long hair
3. doesn't mention the location	3. the woman stops near the river

CULMINATING ACTIVITY:

Distribute the cartoon drawing depicting La Llorona approaching a man. Students can draw balloons (globos) representing what the characters are saying.

The cartoon can also be used as the basis for yet another version of the folktale. Students will write their own narratives.

ALTERNATIVE ACTIVITY:

Students will memorize the dramatization and present it before the class. The Spanish and English versions are included here. This is also an appropriate presentation for general assembly programs at secondary level.

La Llorona

Todos me dicen el negro, llorona,
negro pero cariñoso,
Yo soy como el chile verde, llorona,
picante pero sabroso.

Ay de mí, llorona,
llorona de ayer y hoy.
Ayer era maravilla, llorona,
y ahora ni sombra soy.

Dicen que no tengo duelo, llorona,
porque no me ven llorar.
Hay muertos que no hacen ruido, llorona,
y es más grande su penar.

Ay de mí, llorona,
llorona de azul celeste.
Y aunque la vida me cueste, llorona,
con el sol te coronará.

Ay de mí, llorona,
llorona de negros ojos.
Ya con esta se despide, llorona,
tu negrito soñador.

LA LLORONA EN CALIFORNIA

De la llorona solamente sé que era una señora que tuvo tres hijos. Y que...los mató para seguir ella su vida libre. Y cuando ella...ya se murió, que fue a dar las cuentas a Dios, entonces El le dijo solamente que ella le llevara sus hijos, que dijera qué había hecho con sus hijos. Ella le dijo que...uno echó al excusado, otro echó al mar,...y que el otro lo había echado en—en un río. Entonces Dios le dice que para...poderla...perdonar, que se fuera a buscar sus hijos. Y desde entonces la señora anda en busca de sus hijos. Y por eso dice con ese grito: –Ay, mis hijos.

LA LLORONA EN CALIFORNIA

About "La Llorona," I only know that she was a woman who had three children. And that...she killed them in order to continue her wild life. And when she...had died, when she went to settle her accounts with God, well, He asked her to bring Him her children, to tell Him what she had done with the children. She told Him that...she had thrown one down the toilet...another had been thrown into the sea...and that she had thrown the other one into...a river. Then God told her that in order to...be able to pardon her, that she should go look for her children. And since, then, the woman has been searching for her children. And that's why she utters that cry...Ay, my children.

LA LLORONA EN TEXAS

Un hermano mío vio la llorona. Iba pasando un río...y el caballo, luego que la vio, se paraba de manos y no quería cominar. Porque le daba miedo. Y...y luego la, la siguió mi hermano. Sacó la pistola y...él dijo: — Hora la voy a matar. Y cuando pensó hacerlo se le cayó la pistola en elrío...de la mano. Y...y luego, dice que...cuando ya salió del río que...el, el caballo bufaba y bufaba y...y luego...él no quería voltear, y volteó una vez asi para atrás, y se veía una mujer con... el pelo largo, y como, como una sábana...cubierta. Pero no le vio la cara. No más el..., y hacía: – Aaayyy...

LA LLORONA IN TEXAS

One of my brothers saw La Llorona. He was fording a river...and the horse, when he saw her, stood on his hind legs and didn't want to move. Because he was afraid. And...and then my brother followed her. He took out his pistol and told her, "Now I'm going to kill you." And when he thought of doing it, his pistol fell out of his hand into the river. And then, he says that, when he got out of the river, that the horse whinnied and whinnied and then... he didn't want to turn around, but he turned around once, and he could see a woman with... long hair, and covered with something like a sheet. But he didn't see her face. Nothing but her...and she wailed...AAAyyy...

Shular, Frausto, and Sommers, *Chicano Literature*, Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

LA LLORONA

Carmen Toscano

Todavía a oscuras, un reloj comienza a sonar. Dan las doce. Hay un fondo de música extraña. Después se escucha el lúgubre grito de la llorona.

La Llorona: Ayyy...tristes de mis hijos...los pobrecitos...mis desdichados hijos...

Se ilumina la cruz y hacia ella van llegando varias mujeres sobrecogidas, en un movimiento de danza moderna.

Mujer Primera: Es ella.

Mujer Segunda: Dios nos ampare (se santigua).

Mujer Tercera: Casi la sentí el otro día junto a mí, como si me hubiera rozado las carnes...un frío sudor invadió mi cuerpo.

Mujer Primera: Y al mismo tiempo dicen que se la ve en San Angel...y se la ve en el Portal...y en la Quemada, en Mercaderes y allá por los Indios Verdes...

Mujer Cuarta: Qué inclemente destino la arrastra por las calles silenciosas y por las veredas más escondidas, por donde quiera su blanco espectro hace temblar los corazones, por donde quiera se escucha su espantoso lamento.

Mujer Primera: Su llanto ha corrido por los campos, ha invadido las montañas, se tiende sobre los valles, su sombra suele desaparecer entre las aguas, y los tenues velos de su vestidura parecen flotar entre las nubes.

Mujer Cuarta: Cruza por los caminos blanqueados de luna y su voz se cuela entre las ramas de los árboles en los bosques, choca contra las peñas, ondula por las serranías...

Mujer Quinta: Al caer la noche, su largo, su agudo lamento hace estremecer al más fuerte...yo he visto caerse de las manos los rosarios de muchas atemorizadas mujeres, al escuchar el lúgubre gemido.

Mujer Segunda: No es un llanto humano, pero así nos resuena en la conciencia, invade el caracol de nuestro oído...

Mujer Primera: Y parece que llevara consigo y adentro, las voces de muchas mujeres...

Mujer Segunda: Más allá, mucho más allá del tiempo.

Mujer Cuarta: Malos augurios acarrea el oírla.

Mujer Primara: Dicen que su grito más doliente lo lanza al llegar a la Plaza Mayor, que allí se arrodilla...y, vuelta hacia donde estaban los viejos teocallis de los indios, besa el suelo y clama con angustia y llena todo de aflicción.

Mujer Segunda: Cuentan que amó intensamente...

Mujer Cuarta: Que fue abandonada...

Mujer Tercera: Que cometió un horrible crimen...

Mujer Quinta: Que hizo correr la sangre de los suyos...

Mujer Primera: De todos modos, habrá sufrido mucho, pobre mujer...
¿Por qué no puede descansar aún?

***

LA LLORONA

Carmen Toscano

While the stage is still dark, a clock begins to chime. It strikes twelve o'clock. Weird background music is played. Afterwards, one hears the mournful wailing of La Llorona.

La Llorona: Ayyy...my sorrowful progeny...my poor dears...my unfortunate children.

The cross is illuminated, several startled women advance towards it with modern dance movements.

First Woman: It's her.

Second Woman: May God protect us.(She makes the sign of the cross).

Third Woman: I almost felt her next to me the other day, as if she had brushed against my skin...a cold shiver invaded my body.

First Woman: They say one can see her at San Angel, and at the same time in El Portal and at La Quemada, at Mercaderes, and way over by Los Indios Verdes.

Fourth Woman: What merciless destiny drags her through the silent streets and over the most hidden paths. Everywhere, her white specire makes hearts tremble; everywhere one can hear her hideous lament.

Second Woman: What horrible sin could that condemned soul have committed?

First Woman: Her weeping has run through the fields, it has invaded the mountains, it spreads out over the valleys. Her shadow often disappears among the waters, and the tenuous veils of her gown seem to float among the clouds.

Fourth Woman: She crosses roads dappled in moonlight, and her voice filters among the tree branches in the woods; it reverberates against the rocks, weaves among the mountains.

Fifth Woman: At nightfall, her long, shrill lament makes the hardiest person shudder...I have seen the rosary fall from the hands of many frightened women as they hear her mournful wail.

Second Woman: It's not a human cry, but it resounds in our consciousness; it invades the inner coils of our hearing.

First Woman: It seems that she carries with her, inside of herself, the voices of many women.

Second Woman: Far away, beyond time.

Shular, Antonia Castañeda, Tomás Ybarra-Frausto, and Joseph Sommers, *Literatura Chicana*, Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1972.

...
LA
LLORONA

YO SOY JOAQUIN – POETRY STUDY WITH THE EMPHASIS ON CULTURAL ELEMENTS

Level:

Grades 9-12

Rationale:

The poems suggested here will be relevant material for the Mexican or Mexican-American student. Concepts of poetry analysis can be presented along with the cultural concepts.

Objectives:

The student will—

List the nouns and verbs which contribute to the imagery of the poem.

Discuss orally the imagery of a poem.

Identify elements of Aztec mythology in a poem.

Write the answers to specific questions dealing with imagery and symbols.

Discuss orally or in a written form the history of the Mexican-American and his experience in the English-speaking culture of the U.S.

Level of Communication:

Individual or group

Procedure:

1. The students will listen as the teacher or a student reads aloud the peom by Joseph Flores, "La Primavera." (See the following pages.) A tape recording of the poems might be prepared ahead of time.

2. If the students need practice in articulation, they will repeat each line aloud as it is modeled for them.

3. As a first step in approaching the poem, students will write a list of the nouns and verbs (and possibly adjectives) found in the poem.

4. Students will use their lists to contribute to an oral discussion of how the nouns and verbs contribute to the imagery of the poem.

   The group might develop clusters similar to these:

LIGHT		AZTEC MYTHOLOGY	
light	day	wings	crown
rays	moon	eagle	sun
sun	stars	stars	serpent
fire			temple
COLORS		**VERBS OF AWAKENING AND MOVEMENT**	
gold	black	sway	walk
bronze		throbs	smile
		beats	perches
		ignite	moved

5. Students will analyze and interpret the poem. The new-found pride in the Indian heritage is predominant. Aztec mythology is important in the symbols (wings, eagle, etc.).The imagery of movement should be discussed (the reawakening of the race,etc.).

   A brief explanation of the role of Quetzalcoatl in Aztec mythology might be necessary. For instance:

   In choosing the site for their settlement, the Aztecs consulted the god Quetzalcoatl. He told them to build on an island where they found an eagle perched on a cactus and devouring a snake. The feathered bird and the snake would represent the approval of the god whose name means "Plumed Serpent."

   Al escorger el sitio donde se iban a establecer, los aztecas consultaron con Quetzalcoatl, el dios de ellos. El les dijo que se establecieran en una isla donde se encontrara una águila emperchada arriba de un nopal y que estuviera comiendo una víbora. El pájaro y la víbora representarían la aprobación del dios, Quetzalcoatl, cuyo nombre significa " serpiente con plumas."

6. Students will write the answers to specific questions dealing with imagery and symbols. For example:

   A. What is the significance of the eagle and the serpent?

   B. List two images of freedom and awakening.

   C. List three images of light, etc.

7. Introduction To Joaquin Murieta:

   Pablo Neruda wrote "Splendor and Death of Joaquin Murieta." Neruda says that he was Chilean, but some say that he was Mexican. There are many versions of the

story. Basically, Joaquin was an adventurous man who traveled to California with his wife in the 1840's. Ultimately, she was molested and killed by vigilantes.

The legend tells that Joaquin wanted revenge against the white men who had killed his wife. He robbed from the rich and gave the goods to the poor. He was hunted by the lawmen and vigilantes. He was constantly hiding and fleeing. Finally he was caught and beheaded. Some think he was an outlaw. Some think he was a hero.

Joaquin Murieta era chileno o mexicano—hay varias versiones del cuento. De todas maneras, era un hombre aventuroso giviendo en California con su esposa en 1848 - 1850. Desafortunadamente, su esposa fue asaltada y matada por vigilantes.

La leyenda cuenta de que Joaquín (les) robó de los ricos gringos y les dió dinero a los pobres. Erá rebelde (o héroe) hasta que fue capturado por la policía y luego decapitado.

8. Included here is an excerpt from Neruda's poem about Murieta. The poem can be read in English and Spanish. In preparation for the presention of "I Am Joaquin," the emphasis should be on the character of Joaquin and his background.

   SUGGESTED QUESTIONS:

   A. Write two words to describe the character of Joaquin.

   B. From Neruda's poem, list three images that create a rebellious mood.

   C. List three images from nature.

9. Presentation of "I Am Joaquin."
   The attached excerpts are from the long poem by Rodolfo Gonzales.

10. If the longer poem is used, there is ample material for reviewing or presenting a capsule history of Mexico. The selections here emphasize emotions of bitterness and hope which result from the Mexican American experience in an Anglo society.

11. Students will read the poem in English and in Spanish. It might be approached in sections as follows:

    Lines 1, 22, 23-35, 36-52, 53-84, 85-100, 101-137

12. Questions for oral or written discussion, in English or in Spanish, might be as follows:

    A. What are the problems which disturb the author?

    B. Why does Gonzales name the poem "I Am Joaquin"?

    C. Explain the lines,
       My fathers have lost the economic battle
       And won the struggle of cultural survival.

    D. What is the Treaty of Hidalgo?

    E. Who is "my Raza"?

F. Name three situations in which he "bleeds."

G. When does the poet use "we"?

H. Explain what is meant by "I am Aztec Prince and Christian Christ."

I. What is the structure of the poem (in content and in emphasis)?

13. If the text of the entire poem is used, there is much material to suggest research and presentations in Mexican history and culture: mythology, historical characters, the role of women, current politics, etc.

Materials:

A movie is available which includes the entire text of the poem.

Cerda, Gilberto, and Richard G. Santos, "Mexican American Students and The Teaching of Language Arts," Center for Public School Ethnic Studies, Resource Center, Extension Bldg. 201, The University of Texas, Austin, 78712

Poster depicting Joaquin Murieta

Recording or copies of the poems

Evaluation:

Various evaluative measures are included in the procedures above.

$5,000 REWARD for THE HEAD of

JOAQUIN Murieta

LA PRIMAVERA

Joseph A. Flores

I see my limbs
through the first day's light,
rays of gold and bronze.
And as I walk, the earth
throbs its welcome beneath
my feet.
And the sun ignites my hair
into black fire.

The music of wings
beats its way through an empty sky,
and the eagle perches upon my shoulder
and sings of days to come.
La Noche Triste Ha Pasado
Y la Luna Ya Se Metió.

The sun moon and stars
are moved by the sway of my feathered crown,
and within the temple of the new-found light . . .
the serpent smiles.

SPLENDOR AND DEATH OF JOAQUIN MURIETA

Pablo Neruda

Creciendo a la sombra de sauces flexibles, nadaba en los ríos,
domaba los potros, lanzaba los lazos,
ardía en el brío, educaba los brazos, el alma, los ojos, y se oían
cantar
las espuelas,
cuando, desde el fondo del otoño rojo, bajaba al galope en su
yegua de estaño.
Venía de la cordillera, de piedras hirsutas, de cerros huranos, del
viento inhumano.
Traía en las manos el golpe aledaño del río que hostiga y divide
la nieve fragante y yacente,
y lo traspasaba aquel libre albedrío, la virtud salvaje que toca la
frente
de los idomables y sella con ira y limpieza el orgullo de algunas
cabezas
que guarda el destino en actas de fuego y pureza, y así el
elegido
no sabe que está prometido y que debe matar y morir en la
empresa.

* * *

Growing up lithe in the shadow of willows, he swam rivers,
broke stallions, whirled lassos.
His valor struck fire. He gave wit to his arms, his spirit, his eye;
one heard
his spurs ring
deep in the russets of autumn as he bore down at a gallop with
a tinny flash of his mare.
He came from the high places, where boulders are matted like
hair; from the taciturn peaks and the wind's inhumanity.
His hands held the ordering blow of the river that lashes the
snow and divides it in fragrant perspectives.
He chose his initiative; his was the savage delight of untamable
thought, the wrathful and innocent mind
closing in on itself, nursing its fate in acts of incorruptible fire . . .
a chosen one
never given to know
what the promise portended, yet serving it to the death.

I AM JOAQUIN

Rodalfo Gonzales

I am Joaquin,
Lost in a world of confusion,
Caught up in a whirl of an
Anglo society,
Confused by the rules,
Scorned by attitudes,
Suppressed by manipulations,
And destroyed by modern society.
My fathers
have lost the economic battle
and won
the struggle of cultural survival.
And now!
I must choose
Between
the paradox of
Victory of the spirit,
despite physical hunger
Or
to exist in the grasp
of American social neurosis,
sterilization of the Soul
Yes,
I have come a long way to nowhere,
Unwillingly dragged by that
monstrous, technical,
industrial giant called Progress
and Anglo success...
I look at myself.
I watch my brothers.
I shed tears of sorrow.
I sow seeds of hate.
I withdraw to the safety within the
Circle of life.

MY OWN PEOPLE

Now
I bleed in some smelly cell
from club
or tyranny.
I bleed as the vicious gloves of
hunger cut my face and eyes,
as I fight my way from stinking
Barrios to the glamour of the Ring
and lights of fame
or mutilated sorrow.
My blood runs pure on the ice caked
hills of the Alaskan Isles,
on the corpse strewn beach of
Normandy.

And now
Viet Nam.
Here I stand
before the court of Justice
Guilty
for all the glory of my Raza
to be sentenced to despair.
Here I stand
Poor in money
Arrogant in pride
Bold with Machismo
Rich in courage
and
Wealthy in spirit and faith.
My knees are caked with mud.
My hands calloused from the hoe.
I have made the Anglo rich
yet
Equality is but a word,
the Treaty of Hidalgo has been
broken
and is but another treacherous
promise
My land is lost and stolen,
My culture has been raped,
I lengthen
the line at the welfare door
and fill the jails with crime
These then
are the rewards
this society has
For sons of Chiefs
and Kings
and bloody Revolutionists.
I shed tears of anguish
as I see my children disappear
behind the shroud of mediocrity
never to look back to remember me.
I have endured in the rugged
mountains of our country
I have survived the toils and slavery
of the fields.
I have existed
in the barrios of the city,
in the suburbs of bigotry,
in the mines of social snobbery, in
the prisons of dejection
in the muck of exploitation
and
in the fierce heat of racial hatred.

And now the trumpet sounds,
The music of the people stirs the
Revolution,
Like a sleeping giant it slowly
rears its head
to the sound of
Tramping feet
Clamoring voices
Mariachi strains
The smell of chile verde and
Soft brown eyes of expectation
for a better life.
And in all the fertile farm lands,
the barren plains,
The mountain villages
smoke smeared cities
We start to MOVE.
Mejicano!
Español!
Latino!
Hispano!
Chicano!
or whatever I call myself,
I look the same
I feel the same
I cry
and
Sing the same

I am Joaquin
The odds are great
but my spirit is strong
My faith is unbreakable
My blood is pure
I am Aztec Prince and Christian
Christ
I SHALL ENDURE!
I WILL ENDURE!

YO SOY JOAQUIN

Rodolfo Gonzales

Yo soy Joaquín
Perdido en un mundo de confusión
Enganchado en el remolino de una
Sociedad gringa
Confundido por las reglas,
Despreciado por las actitudes,
Sofocado por manipulaciones,
Y destrozado por la sociedad moderna.
Mis padres
perdieron la batalla económica
Y conquistaron
la lucha de supervivencia cultural,
Y ahora!
Yo tengo que escojer
En medio
de la paradoja de
Triunio del espíritu,
a despecho de hambre físico
O
existir en la empuñada
del neurosis social americano,
esterilización del alma
Y un estómago repleto

Si,
Vine de muy lejas a minguana parte,
desinclinadamente arrastrado por ese
gigante, monstruoso, técnico, o
industrial llamado

Y éxito angloamericano...
Me miro yo mismo.
Observo a mis hermanos.
Lloro lágrimas de desgracia.
Siembro semillas de odio.
Me retiro a la seguridad dentro el
Círculo de vida...

MI RAZA

Ahora
desangro en una celda hedionda
de garrote.
o pistola.
o tirania.
Desangro mientras los guantes viciosos de
hambre parten mi cara, mis ojos,
Mientras peleo desde Barrios corrompidos
al encanto del quadrilatero
y luces de fama
o pesares mutilatados.

Mi sangre cursa pura en los cerros
escarchados de las isletas de Alaska
en las playas derramada de cuerpos en
Normandia la tierra ajena de Korea
y ahora
Viet Nam.

Aquí estoy parado
enfrente la corte de Justicia
Culpable
por toda lagloria de my Raza
a ser setenciado a desperación
Aquí estoy parado
Pobre en dinero
Arrogante con orgullo
Valiente con Machismo
Rico en valor
y
Adinerado de espiritu y fé.
Mis rodillas están costradas con barro.
Mis manos ampolladas del azadón.
Yo he hecho el gringo rico
aún
Igualdad es solamente una palabra,
ElTratado de Hidalgo se ha roto
y es solamente otra promesa traicionera.
Mi tierra está perdida
y rotada,
Mi cultura ha sido desflorada,
Alargo
la fila en la puerta del beneficio
y lleno las cárceles con crimen.
Estos son
pues los regalos
que esta sociedad tiene
Para hijos de Jefes
y Reyes
y Revolucionaries sanguinosos.

Lloro lágrimas de angustia
cuando veo a mis hijos desaparecer
detrás de la mortaja de mediocredad
parajamás reflecionar o acordarse de mí.
Yo soy Joaquín

He perdurado en las montañas escarpadas
de nuestro país
He sobrevivido los trabajos y esclavitud
de los campos.
Yo he existado
en los barrios de la cíudad,
en los suburbios de intolerancia,
en las minas de snobismo social,
en las prisiones de desaliento,
en la porquería de explotación
y
en el calor feroz de odio racial.

Y ahora suena la trompeta,
La música de la gente incita la
Revolución
Como un gigantón sonoliento lentamente
alza su cabeza
al sonido de
Patulladas
Voces clamorocas
Tonado de Mariachi
Explosiones ardientes de tequila
La aroma de chile verde y,
Ojos morenos,con esperanzosos de una
vida mejor.
Y en todos los terrenos fértiles,
los llanos áridos,
los pueblos montaneros,
ciudades ahumadas
Empezemos a AVANZAR
La Raza!
Mejicano
Español!
Latino!
Hispano!
Chicano!
o lo que me llame yo,
Yo parezco lo mismo,
Yo siento lo mismo,
Yo lloro
y
Canto lo mismo

Yo soy el bulto de mi gente y
Yo renuncio ser absorbido.
Yo soy Joaquín.
Las desigualidades son grandes
pero mi espíritu es firme
Mi fé impenetrable
Mi sangre pura
Soy príncipe Azteca y Cristo Cristiano
YO PERDURARÉ!
YO PERDURARÉ!

USING MAPS

Level:

Grades 7 - 12

Objective:

Students will be able to locate on an outline map—

major rivers in Texas
major cities
population distribution
oceans and seas of the world
geological regions
rainfall amounts
racial migrations
directions and distances
mountain ranges, etc.

Rationale:

Because map work is necessarily visual, it is one of the activities most appropriate for limited-English speakers.

Procedure:

1. If the map work being introduced involves information the students may already be familiar with, a pretest should be used. (The teacher gives the students an outline map and preliminary instructions: Beside the dots, on the outline map of Texas, write the names of the six major cities.)

2. Presentation of items or distributions to be learned should at first be oral. Repetition and substitution drills will provide the student with the new vocabulary items for the individual written activities. He will also be expanding his oral English performance. (See examples of oral drills in the General Introduction.)

Substitution Drill:

Teacher:	The English settled in New England.
Students:	Repeat
Teacher:	Germans
Students:	Repeat
Teacher:	The Germans settled in New England.
Students:	The Germans settled in New England.
Teacher:	Scotch-Irish and Irish
Students:	The Scotch-Irish and Irish settled in New England.
Teacher:	Scots Highlanders
Students:	The Scots Highlanders settled in New England.
Teacher:	North Carolina.
Students:	The Scots Highlanders settled in North Carolina.
Teacher:	English
Students:	The English settled in North Carolina.

(Continue, using Massachusetts; Dutch-New York; Scotch-Irish-New York; etc. Such drills should be reinforced with the simultaneous use of a map showing such settlement patterns.)

Simple pronunciation models and models of essential sentence structures can be recorded on tape for individual or group work. Tapes might include:

names of countries, cities, rivers, etc.

statements using *north, south, east, west*

(Texas is north of Coahuila. San Diego is south of Los Angeles. Arizona is west of New Mexico, etc.)

statements using comparatives: Chihuahua is larger than Durango. The Mississippi River is the longest river in the U.S.,etc. There are more Puerto Ricans in New York than in Houston.

structures using *who?, what?, when?,* and *where?*

Materials:

Tapes
Tape recorder
Maps

Evaluation:

Oral evaluation through drills and direct questions
Outline maps to be filled in with particular locations, items, or distributions

GUIDED NARRATIVE

Level:

Grades 7 - 12

Objectives:

Students will be able to compose oral and written narratives when they are provided with basic sentence structures and vocabulary.

Level of Communication:

Individual or group

Procedure:

(The following activities can be directed to oral and/or written narratives.)

Students are presented basic sentence structures which will be a framework for the narrative. In addition, the teacher supplies the students with a list of vocabulary items within categories as follows:

WHAT?	WHO?	WHEN?	WHERE?	HOW?	WHY?
Storming of the granary	Father Hidalgo	1810	Guanajuato	Frantic disordered attack	To gain freedom from Spain
Delano grape pickers' strike and protest march	Cesar Chavez	1966	California	Organizing farm workers	To improve conditions and salaries

(Who) _____ led the (What) _____ in (When) _____. He (She) did it through (How) _____

He (She) did it to _____

LOCATION	ZONE	CONTINENT	TOPOGRAPHY	LATITUDES
Colorado Puerto Rico Mexico	Arctic Temperate semi-tropical	Europe North America South America	mountains plains desert	high low median

(Location) _____ is in the _____ zone. It is in (continent) _____. It has many

(topography) _____. It is in the _____ latitudes.

Oral repetition and substitution drill should precede the student's individual performance.

The guided narrative activity is appropriate for many kinds of information presented in the history and social studies class:

climate
geography (locations)
battles
government agencies
history of art (contributions, artists, themes, etc)
personalities
development (transportation,etc.,

INDIANS OF TEXAS

Objectives:

Students will be able to name four Indian tribes that lived in Texas and a cultural characteristic of each.

Level of Communication:

Small group

Proccdure:

1. The teacher will record the correct pronunciation of the following words before presenting the lesson on the Indians of Texas. The student will listen to the tape and repeat the words. The teacher will add to the list any other words he feels are necessary to the comprehension of the concepts of this unit.

   (Any pictures or drawings which will facilitate the recognition and reproduction of vocabulary should accompany the tape.)

   cannibal, cannibalistic
   culture, cultural
   nomad, nomadic
   bureaucracy, bureaucratic
   tribe, tribal
   chief, leader
   Indians
   Karankawas
   Caddos
   Comanches
   Apaches
   Coahuiltecans
   government
   hunters
   farmers
   cultivate, cultivation
   civilized, civilization
   trade
   characteristic
   responsible
   war, warriors
   reserve, reservation
   disunity
   horses, horsemen
   negotiate, negotiation
   who, what, how, when, where

2. Students will be provided with Spanish translations of the key vocabulary words or they will be asked to look up the equivalent Spanish in an English/Spanish dictionary.

3. Students will be provided with taped readings of the lessons (divided into short segments). They should listen to the tapes several times toward familiarization with the structures and the vocabulary.

4. The information sheets, "Indians of Texas" are provided in English and in Spanish. The teacher may wish to rely upon the Spanish translation to teach the concepts and information, or he may wish to emphasize oral drills supported by visuals.

Materials:

Handouts
Tapes
Visuals

Evaluation:

Oral participation and the matching test.

INDIANS OF TEXAS

I. The Coahuiltecans

A. They lived on the South Texas Plains.
B. They were nomadic. They roamed about in search of food.
C. They did not have a government. Each band had a chief, but he did not have much authority. Whenever there was a disagreement, they settled it with their fists.

II. The Karankawa

A. They lived along the coast near Galveston and Corpus Christi.
B. They were nomadic. Most of their food came from the sea. Their most valuable possessions were their dug-out canoes.
C. They were cannibals. They believed that eating their enemy would give them strength and power.
D. They were craftsmen who manufactured the tools necessary for their existence.
E. They were similar to the Coahuiltecans in that they did not have an organized government. They did live in families.
F. A custom of the Karankawas was that a man and his children were not allowed to speak to his wife's parents.

III. The Caddos

A. They lived in the "piney woods" section of Texas north of Beaumont.
B. They were not nomadic. They farmed and traded with other Indians to earn their living.
C. They were considered the most advanced of the tribes living in Texas. They had an organized government. They built temples and permanent homes.
D. The ruling body was a bureaucracy. A number of officials were assigned special tasks and responsibilities. Two leaders headed the bureaucracy: a *caddi* handled matters of war and peace and the *xinesi* supervised their religion.
E. A peculiar characteristic of the Caddo people was their way of greeting strangers. By wailing and crying, they meant "Hello."
F. It is believed that Texas received its name from the Hasinai confederacy of the Caddo people whose members called each other "Tayshas." The Spanish reproduced the word as *Tejas* or Texas.

IV. The Apaches

A. They lived on the plains.
B. They farmed until they acquired horses from the Europeans. Then they became nomadic in search of buffalo.
C. They are remembered mostly as warriors because of their desperate warfare with the Spanish and the Comanches.
D. They believed in ghosts. They would not go near a grave or speak of the dead.

V. The Comanches

A. They lived in the area near present-day Yellowstone National Park; however, they moved southward to the North Central Plains of Texas, possibly in search of the buffalo.
B. They were nomadic Indians who acquired horses during their movement south. They became superb horsemen.
C. They are remembered as ferocious warrior
D. The Comanche tribe was divided into many different bands. Their government consisted of a war chief and council; however, no chief or council could make decisions that obligated another tribe.
E. The disunity among the Comanches led to their defeat. They accepted life on a reservation in present day Oklahoma.

LOS INDIOS DE TEXAS

I. Los coahuiltecans

A. Vivían el los planos del sur de Texas.
B. Eran nómadas. Viajaban en busca de alimento.
C. Ellos no tenían un gobierno. Cada grupo tenía su jefe, pero él era de autoridad débil.
D. Ellos ponían fin a sus desacuerdos con los puños.

II. Los karankawas

A. Vivían en la costa cerca de Galveston y Corpus Christi.
B. Eran nómadas. Su alimento venía del mar. Sus canoas piraguas eran sus posesiones de lo más valor.
C. Eran caníbales. Creían que el cuerpo de su enemigo les daría poder.
D. Eran artesanos quien hacían utensilios y instrumentos.
E. Se puede compararles a los coahuiltecans en que no tenían gobierno organizado. Vivían en familias.
F. Un esposo y sus hijos no podían hablar con los padres de la esposa.

III. Los caddos

A. Vivían en la area de los pinos al norte de Beaumont.
B. No eran nómadas. Cultivaban la tierra y hacían cambios para ganarse la vida.
C. Eran comparativamente avanzados en que tenían un gobierno organizado. Construían templos y casas permanentes.
D. El gobierno era una burocracia. Los oficiales tenían responsibilidades particulares. Por ejemplo, el *caddi* dirigía los asuntos de guerra y paz y el *xinesi* dirigía los asuntos de la religión.
E. Tenían una costumbre interesante para saludar a los extranjeros. Lamentos y gritos significaban "Buenos días" o "Bienvenido."
F. Se creen que el nombre "Texas" originó con la Confederación Hasinai de los caddo. Usaban el nombre "Tayshas." Los españoles la pronunciaron "Tejas" o "Texas."

IV. Los apaches

A. Vivían en los planos.
B. Ellos cultivaban la tierra hasta que adquirieron caballos de los europeos. Entonces, se hicieron nómadas y viajaban en busca del búfalo.
C. Luchaban ferozmente contra los españoles y los comanches.
D. En su folklore, domonstraban que tenían miedo de los espíritus. no les gustaba estar cerca de los muertos o hablar de la muerte.

V. Los comanche

A. Vivían en la región donde está actualmente Yellowstone National Park. Emigraron a los planos centrales en el norte de Texas, buscando el búfalo.
B. Eran indios nómadas quien adquieron caballos durante su viaje al sur. Llegaron a ser cabalgadores magníficos.
C. Eran guerreros feroces.
D. El tribu comanche era dividido en muchos grupos. Su gobierno se componía de un jefe de guerra y se concejo. Sin embargo, ni el jefe ni el concejo podían hacer decisiones que obligarían a otros tribus.
E. La desunión entre los comanche resultó en su derrota. Iban a vivir en un territorio reservado para los indios. Estaba en la región donde está Oklahoma.

The following are examples of test questions appropriate to the lesson (matching, true-false, multiple-choice, fill-in-the-blank).

1. Karankawas
2. Comanches
3. Apaches
4. Caddos
5. Coahuiltecans

1. This was the most advanced Indian tribe living in the state of Texas.
2. They ate their enemies believing that would enable them to gain their strength and power.
3. They had no organized government. They settled disagreements with their fists.
4. They were especially afraid of ghosts and spirits.
5. These were the most ferocious warriors.

1. The Karankawas were cannibals (T-F)
2. The Caddos were the most ferocious warriors of all. (T-F)
3. The Comanches were the most advanced group of Indians living in Texas. They had a well-organized government. (T-F)

They were craftsmen who manufactured their own tools.

a. Comanches
b. Apaches
c. Karankawas

They had a democratic form of government.

a. Caddos
b. Coahuiltecans
c. Alabama-Coushatta

The most valuable possession of the _____ was the dug-out canoe.
(Karankawas)

U. S. GOVERNMENT

Level:

Grades 7 - 12

Objectives:

Students will be able to:

1. Name the presidents of the United States of America.
2. List specific responsibilities of the Executive Branch of the U. S. government.
3. List the officers and agencies of the Executive Branch.

Level of Communication:

Individual or group

Procedure:

1. The teacher will give the students a list of the presidents of the United States and have them repeat the names in order to learn the correct pronunciations. (There are available sets of pictures of U. S. presidents to accompany such activities.)
2. The teacher will give brief historical facts about each president (as translations, as repetition drills, and as substitution drills). Such information and drill should, of course, be broken down into several presentations.

Examples of Repetition Drills

The teacher may choose to use the Spanish translation as well as the English version in oral and written exercises. He may, however, use only the English translation in oral work and provide the Spanish in written form to those students who need it. For longer statements in oral drills, the backward buildup should be employed:

Teacher: George Washington was the first president of the United States.
(George Washington fue el primer presidente de los Estados Unidos.)

Students: Listen only.

Teacher: of the United States.

Students: of the United States.

Teacher: the first president of the United States.

Students: the first president of the United States.

Teacher: George Washington was the first president of the United States.

Students: George Washington was the first president of the United States.

Substitution Drill

Teacher: George Washington was a general of the United States.

Students: Repeat.

Teacher: lived near the Potomac River.

Students: George Washington lived near the Potomac River.

(Continue substituting other facts to be repeated in oral utterances.)

Abraham Lincoln was *the 16th president of the United States.*
a self-made lawyer.
an assasinated president.
freed the slaves.

Franklin D. Roosevelt was *the 32nd (thirty-second) president.*
the only three-term president.
the cure for the Depression.

John F. Kennedy was *assasinated in Dallas.*
a Democratic president.
very popular in Mexico.
a Catholic.

Cabinet Positions and the Responsibilities of Various Departments

The Secretary of State is responsible for foreign affairs.
(El Ministro de Relaciones Exteriores es una persona que tiene responsibilidades internacionales.)

(Students will repeat and substitute as the oral drill proceeds.)

The Secretary of *the Treasury* is responsible for *monetary* affairs.

Defense	military
Agriculture	agricultural
Health, Education & Welfare	health, education, and welfare
HUD	housing and urban development

Federal Agencies

The Executive Branch has many federal agencies. (El Magisterio (Romo) Ejecutivo tiene varias agencias federales.)

Repetition Drill

Teacher: There is the Office of Equal Opportunity.

Students: Repeat.

There is the Atomic Energy Commission.
There is the Arms Control Comission.
the Interstate Commerce Commission.
the American Red Cross Commission, etc.

Such oral drills which concentrate upon transfer of information should be repeated toward mastery of pronunciation and comprehension. Any charts, graphs, pictures, drawings, filmstrips, etc., which will contribute to acceleration of such mastery should be used.)

Materials:

Slide projector and slides on the Executive Branch
Pictures of the presidents
Encyclopedias and reference books on the Executive Branch
Transparencies of the structure of the Executive Branch

Evaluation:

Evaluation within the oral comprehension can be gauged by oral questions using the same structures which have been used in the drills.

Multiple choice and fill-in-the-blank tests from the information drilled. Sentence structures should be those previously learned in the oral drills.

Duplicating a drawing representing the structure of the executive branch.

THE INDUSTRIAL REVOLUTION
INVENTIONS

Level:

Grades 9 - 12

Objectives:

1. The student will be able to list 10 mechanical inventions which made the Industrial Revolution possible.

2. The student will be able to discuss how inventions influenced the growth of such fields as agriculture, mining, communications, transportation, manufacturing, petroleum, and ranching.

3. The student will be able to compare the simple methods of the past with modern sophisticated technology.

Rationale:

Although the material presented in this lesson can be very complex for the non-English speaking student, the emphasis can be upon command of a few structures in English and the vocabulary necessary to understand the most important points. There is provided here some translation of vocabulary and structure. However, the emphasis should be upon recognition and reproduction of English.

Level of Communication:

Small group, large group.

Procedure:

1. Using agriculture as an example, the teacher traces the development of farming to modern times. The teacher will reinforce the vocabulary, wherever possible, with visuals. Some of the inventions which might be included are listed below in English and in Spanish:

   steel plow - arado

   cultivator - cultivadora

   planter - sembradora

   cotton gin - despepitadora

   combine, harvester, mower - segadora

   baling machine - empaquetadora

   mill - molino, fábrica

   silo - silo

   tractor - tractor, máquina de arrastre

cottonpicker - piscadora de algodón

fertilizer - abono

insecticide - insecticida

2. Assign each student one area in business or industry and have him report to the class on the invention(s) that caused the gigantic growth of that area. (Bilingual students may be asked to assist the non-English speaking students in referring to the encyclopedia or other sources for such information.) Simple structures can be mastered so that *all* students can do an oral report.

The cotton gin was invented in (year).
It was invented by _____.
The cotton gin replaced _____.
It was important because _____.
etc.

(The same structures can be used to discuss each important invention.)

Alternative Assignment:

Give the class report assignments on means of communication in early times.

Repetition Drills:

Morse created a code for the telegraph.
Alexander G. Bell invented the telephone.
Television was invented during World War II.

(Spanish Translation)

Morse desarrolló un código para el telégrafo.
Alexander G. Bell inventó el teléfono.
El televisor fue inventado durante la segunda guerra mundial.

Substitution Drills

The train carried most of the manufactured items.
(El tren transportaba la mayoría de artículos fabricadas.)

The train carried foodstuffs.

metals	(metales)
people	(gente)
cattle	(ganado)

The steamship was used all over America.
(El buque de vapor fue utilizado en todas partes de los Estados Unidos.)

Steamships were used on the rivers.
lakes. (lagos)
canals. (canales)
oceans. (oceános)

There were other methods of transportation.
(Existían otros medios de transportación.)

There were automobiles for transportation.
buses
planes
blimps
rockets.

Evaluation:

Oral quiz on names of inventions and inventors

Attached quiz

Fill in the blanks with the appropriate answer.

1. Cattle were carried by _____.

2. _____ invented the telephone.

3. Three inventions which revolutionized agriculture were the _____, _____, and _____.

4. _____ was invented during World War II.

5. Morse created a _____ for the telegraph.

6. _____ were used on lakes, rivers, and _____.

(The teacher will add additional questions based on the information presented in the students' reports.)

WORLD WAR II – SIGNIFICANT EVENTS

Level:

Grades 7 - 12

Objectives:

The student will be able to trace, in chronological order, the events of World War II.

The student will be able to locate on a world map the locations of important occurrences.

Level of Communication:

To the discretion of the teacher

Procedure:

The teacher will recount orally selected facts about the events of World War II.
(Such a presentation will involve extensive use of visuals, repetition, and immediate feedback for the students.)

Repetition drills (with backward-buildup) and substitution drills will facilitate the student's mastery of vocabulary and facts.

The following is a list of statements that might be used in the presentation. The list can be expanded depending upon the scope of information the teacher wishes to present. Sentence structure should be kept simple. If necessary, the Spanish equivalents can be supplied to the students.

In 1939 (nineteen thirty-nine), the Germans conquered Poland.

En mil novecientos treinta y nueve los alemanes conquistaron Polonia.

In 1940 (nineteen forty), the Germans conquered the following countries:

En mil novecientos cuarenta los alemanes conquistaron los siguientes países:

The Germans conquered	Denmark	(Dinamarca).
	Norway	(Norgüega).
	Belgium	(Bélgica).
	Netherlands	(Holandia).
	France	(Francia).

In October of 1940 Germany attacked England by air.
France
Africa

En octurbre de mil cuatrocientos cuarenta, Alemania atacó Inglaterra con aviones de combate.
Francia
Africa

In June, 1941 (nineteen forty-one), Germany attacked Russia by air and with thousands of soldiers.

En junio de mil novecientos cuarenta y uno, Alemania atacó Rusia con aviones y miles de soldados.

In 1942 (nineteen forty-two), the Allied attack began.

En mil novecientos cuarenta y dos el ataque de los Aliados comenzó.

The Russians attacked Germany.

Los rusos atacaron Alemania.

In 1943 (nineteen forty-three), the Allies conquered the Germans in North Africa.

En mil novecientos cuarenta y tres, los Aliados vencieron a los alemanes en el norte de Africa.

In 1944 (nineteen forty-four), the Allied Forces conquered the Germans at Normandy in "Operation Overland."

En mil novecientos cuarenta y cuatro las Fuerzas Aliadas vencieron a los alemanes en Normandia in la Operación "Overland."

In 1945, the Allies finally forced Germany to Surrender and on May 8, 1945, V.E. (Victory in Europe) Day was declared.

Germany surrendered in 1945.

Alemania se rendió en mil novecientos cuarenta y cinco.

Today, V. E. Day is celebrated on May 8.

Actualmente, el día de V. E. (Victoria en Europa) se conmemora el ocho de mayo.

Materials:

Maps
Slides
Slide projector
Filmstrips

Evaluation:

Oral evaluation may be used. A sample matching test is included here.

WORLD WAR II - SIGNIFICANT EVENTS

In the blanks to the left of each date, fill in the letter of the event which occured on that date:

_____ May 8, 1945	a. Allied attack began
_____ 1942	b. Germany attacked Russia
_____ June, 1941	c. Operation Overland
_____ 1943	d. Germans conquered Norway and France
_____ 1939	e. Germans conquered Poland
_____ 1944	f. V.E. Day
_____ 1940	g. Allies conquered Germans in North Africa
	h. Germans attacked England by air

WORLD GEOGRAPHY

Level:

Grades 7 - 12

Objectives:

Students will be able to identify continents, countries, and states by their shapes.

Level of Communication:

Varied, depending upon needs.

Procedure:

1. The teacher presents to the students projections of transparencies representing in outline map form continents, countries, states. (The actual geographical bodies presented will depend upon the emphasis of the teacher. The ones modeled here are North America, South America, Africa, Asia, Europe, Central America, Alaska, Texas, California, Oklahoma, Idaho, Nevada, Florida, and New York.)

2. The teacher will work orally with the students in labeling the outlines on the transparencies. Repetition of the names toward mastery of pronunciation may be necessary. Reinforcement for identification can be enhanced by identifying certain countries, states, etc., with particular characteristics, products, industries, etc.

   Texas: shrimping, oil, etc.
   Mexico: pottery, woven goods, minerals, etc.

Materials:

Outline Maps (duplicated or on transparencies)
Pictures of historical monuments
People in native dress
Products typical of the geographical area
Worksheet or Test.

Evaluation:

Students will be given a list on the chalkboard or a handout similar to the "worksheet" attached. They will identify from the duplicated outline maps or from transparencies projected on the overhead the names for each of the lettered maps.

GEOGRAPHY WORKSHEET

(Students should be able to write the correct identification of the outlined bodies after they have practiced orally such identification.)

In this version, the answers are supplied in English and in Spanish.

A. North America - América del Norte

B. South America - América del Sur

C. Africa - Africa

D. Asia - Asia

E. Europe - Europa

F. Central America - América Central

G. Alaska

H. Texas - Tejas

I. California

J. Oklahoma

K. Idaho

L. Florida

M. New York - Nueva York

A. NORTH AMERICA

B. SOUTH AMERICA

C. AFRICA

D. ASIA

E. Europe
G.
H.
I.
F. Central America
J.
K.
N.
M.
L.

MEXICAN HISTO–WALL
Final Content

1. 1540

Native Mexicans accompanied the earliest Spanish conquistadors as guides and interpreters in Texas. Members of the many Indian groups of Mexico had quickly intermarried with the Spanish. Their offspring served as soldiers with Spanish forces exploring Texas.

2. 1544 – FATHER JUAN DE PADILLA

Father Juan de Padilla first came to the Texas plains with Coronado, seeking Gran Quivira–the Seven Cities of Gold. Instead of returning to Mexico Padilla, along with two Mexican Indians, Lucas and Sebastian, remained to do missionary work in Quivira: believed by some to have been in the Texas Panhandle. Two years later, Father Padilla was killed by hostile Indians on an expedition into the wilderness. A monument to him stands in Ellwood Park, Amarillo.

3. 1598 – JUAN DE ONATE

From an industrious Mexican family, Juan de Onate was married to a direct descendant of Montezuma and of Cortez. Onate led an expedition of conquest into Texas, planning to remain as governor of the new provinces. The expedition reached the Rio del Norte on April 30, 1598. He claimed the lands in the name of Philip II, calling them the Kingdom of New Mexico, and giving El Paso del Norte its name. Crossing into Texas near present Socorro, Onate's goal was to claim lands far to the north and west to the Gulf of California.

4. 1630 – FATHER ANTONIO DE ARTEAGA

A Mexican priest, Father Antonio de Arteaga, was a graduate of the University of Mexico and founder of the Mission of Senecu in New Mexico. In 1630, he began christianizing the Indians of the El Paso area. With Father García de Sa Francisco, he undertook the building of the first mission, Our Lady of Guadalupe. Although the mission was actually located in Juarez, it was the forerunner of the religious and civil settlements of the Texas side.

5. 1686 – ALONSO DE LEON

Alonso de Leon made five attempts to explore and colonize Texas from 1686 to 1690. When he became governor of Coahuila, he sent an Indian named Augustin to Texas in search of allies against the Tohoso Indians. Augustin brought back news of a Frenchman, who had become an Indian chief, and De Leon set out on an expedition to find him. He crossed the Rio Grande on April 1, 1689, and on the twenty-second found the ruins of Fort St. Louis. Owing to adverse weather, he returned. De Leon wanted to establish a line of forts, but Spanish officials decided that missions would be better and cheaper. In 1690, he entered Texas for the fifth time. This time Father Damian Massanet accompained him and established San Franciso de los Tejas, the province's first Spanish mission.

6. 1722 – LA VILLITA

Once the site of an Indian village, La Villita or "Little Village" was a small settlement outside the walls of the Presidio of San Antonio de Bexar. Occupied by the families of soldiers at the Presidio, the residential district soon became a mixture of Mexican and Italian, German, French, Negro and Swiss families. It served as a haven for refugees from East Texas who fled the Casas Revolution. La Villita has now been restored, and the houses reflect the Indian, Spanish, Mexican culture of the Southwest.

7. 1729 – GIL ANTONIO YBARBO

Gil Antonio Ybarbo, born at Los Adeas in the province of Texas, became spokesman for a group of discontented East Texas settlers. When the Marquis de Rubi recommended the abandonment of the presidios and missions of East Texas, the settlers were given the choice of moving to San Antonio or to the Rio Grande. Ybarbo petitioned the Spanish government, and the settlers were allowed to move to the Trinity River and found the town of Bucareli, in which is now Walker County. When that settlement was abandoned, Ybarbo helped rebuild Nacogdoches. Ybarbo served as lieutenant governor and civil and military captain of the militia. He was accused of smuggling, and although cleared, was forbidden to return to Nacogdoches. Exiled to Louisiana, he was allowed to return to Nacogdoches by Spanish authorities a few years later.

8. 1747 – CHRISTOBAL AND IGNACIO DE LOS SANTOS COY

Mission schools had been established at San Francisco de los Tejas in East Texas as early as 1690. The first Texas non-mission school was founded in 1746 at San Fernando de Bexar by Don Christobal de los Santos Coy. It was a joint project – the Church furnished the buildings, the people maintined the school, and the government gave Don Christobal the land of his choice. Ignacio de los Santos Coy, a native of Texas, and probably the son of Christobal, became sacristan and taught at the school. In 1789, another school was organized in San Antonio by Don Jose Francisco de la Mata, a Mexican born in Saltillo. Although several others were organized before 1836, the lack of an organized system of education was one of the major complaints registered by the leaders of the Texas Revolution.

9. 1755 – JUAN ANTONIO VIDAURRI

Juan Antonio Vidaurri, along with Jose Vasquez Borrego, owned the land on which the town of Nuestra Senora de Dolores was built. Located about thirty miles below the present city of Laredo, it was the first Mexican settlement in present Texas. In 1755, the population of the villa was approximately one hundred. In 1821 the two founding families were driven from their land for being sympathetic with revolutionary elements, but returned and claimed clear title in 1826. Dolores was destroyed by Indians in 1850 and never rebuilt, although the Vidaurri heirs still own the land. All that remains of the original settlement are ruins of houses, churches, and a fort.

10. 1755 – TOMAS SANCHEZ DE LA BARRERA Y GALLARDO

Laredo was established in 1755, when Tomas Sanchez de la Barrera y Gallardo was granted permission to form a settlement. By 1789, the population was over seven hundred, and it had become a crossroad to and from Mexico. The citizens, however, considered themselves part of Coahuila as late as 1846. Until 1796, Sanchez completely controlled the town. He held the position of alcalde (mayor) and of chief justice for over forty years. An important contribution to Texas was his role as one of the original cattlemen.

11. 1785 – PEDRO HUIZAR

Sculptor of the Rose Window of San Jose Mission, Pedro Huizar was a man of legend and romance. He left a considerable mark on the missions of Central Texas for his work as surveyor of the missions of La Bahia, Nuestra Senora del Rosario, San Antonio de Valero, San Francisco de la Purisima Concepcion. It is for this work as the sculptor of the Rose Purisima Concepcion that he is best known. According to legend, after the death of his first wife, Huizar fell in love with a beauty named Rose. She died, and Huizar, inconsolable, dedicated himself to designing the mission window in her memory.

12. 1801 – ANTONIO LEAL

Born in 1750 in San Antonio, Antonio Leal led a comparatively uneventful life until 1790, when he met the filibuster and adventurer, Philip Nolan. Leal and his wife, Gertrudis de los Santos, owned the ten-league grant on which the town of San Augustine was to be built. When he went into business with Phillip Nolan—capturing and selling mustangs—they used this land as a pasture. The Spanish government became suspicious of Nolan, believing that he was not only selling horses to the Anglos, but also was mapping Spanish territory. Nolan was killed, his men captured, and Leal and his wife were arrested as accomplices. They were prosecuted in one of the most famous trials in Texas history and deported to San Antonio.

13. 1810 – DON MIGUEL HIDALGO

The voice of Don Miguel Hidalgo Costillo was the Liberty Bell of Mexico. The ring of his famous "grito" (cry) for freedom was to toll the death of Spanish domination in Mexico. Priest for thirty years, revolutionary leader for one—Hidalgo was to change the structure of the Western World. Spain's control over her colonies had been loosening for two hundred years. In 1810, she had internal problems. A festive populace in Mexico under guise of support for their Spanish king, formed groups actually revolutionary in nature. Hidalgo became the symbol of the movement when he and a group of revolutionary leaders seized the prison in Dolores. Within a year, the Spanish forces had defeated him, and Padre Hidalgo was dead. However, his movement for independence was to inspire other revolutionists, until Mexico, including Texas, was free. The name of the Texas town of Goliad is an anagram for Hidalgo.

14. 1811 – JUAN BAUTISTA DE LAS CASAS

While Padre Hidalgo was initiating insurrection in Mexico, Juan Bautista de las Casas was plotting with a group of army officers to overthrow Spanish rule in Texas. What is termed the Casas Revolution was actually a coup d'etat in which Governor Salcedo and Lieutenant Colonel Harrera were placed under arrest at San Antonio. Casas was appointed governor of the province by the followers of Hidalgo. Casas, however, proved unpopular in San Antonio. He was taken to Monclova, tried for treason and executed.

15. 1811 – JUAN MANUEL ZAMBRANO

Born in San Antonio in 1772, Juan Manuel Zambrano was a man of tremendous vitality, with an independent, flamboyant nature. While a subdeacon of the church, he was exiled to Mexico City in 1807 by Governor Salcedo, after complaints from the citizens of San Antonio against his "aggressive acts." Apparently not one to hold a grudge, Zambrano came to Salcedo's aid when Salcedo was arrested by Casas. (Father Zambrano had returned to San Antonio just in time to become embroiled in the Casas Revolution in 1811). He organized the successful counterrevolution against Casas and released both Salcedo and Herrera. Later, he again fell out of favor and was exiled to Mexico City over a gambling debt, but refused to go. The flamboyant cleric was feared in San Antonio, but demonstrated the more constructive side of his character by establishing a non-mission school at La Bahia.

16. 1812 – BERNARDO GUTIERREZ DE LARA

The Casas Revolution failed to free Texas from Spanish rule. A more important attempt—the Gutierrez–Magee Expedition—was made in 1812. Bernardo Gutierrez de Lora was born in 1774 in what is now Guerrero, Mexico. An ardent follower of Miguel Hidalgo, he was the first representative of the revolutionary Mexican government to reach Washington, seeking aid. Gutierrez secured what he felt to be approval from the United States for an invasion, using Texas as a base for his activities. He organized an expedition with Augustus Magee, a West Point graduate. Under the banner of "The

Republican Army of the North," adventurers of many nationalities joined in the effort to overthrow the Spanish. The Expedition marched across Texas, quickly defeating small garrisons at Nacogdoches, La Bahia, and San Antonio. They met with little opposition until Magee died and Governor Salcedo and thirteen Spanish officers were mercilessly slaughtered; United States support was withdrawn when Gutierrez formed a government of his own, with its own flag, Constitution, and Declaration of Independence and his followers quarrelled among themselves. Gutierrez withdrew and was replaced as president-protector by Jose Alvarez de Toledo. The forces of the Republic fell into an ambush set by the Spanish General Arrendondo, and were defeated. Only a few survivors escaped to the United States. The first Republic of Texas ended.

17. AUGUSTIN DE ITURBIDE

In 1821, Mexico was divided against itself, with strong elements desiring independence. Spain, herself, was in political turmoil. Colonel Augustin de Iturbide, a Mexican who supported the conservative, loyalist forces, dreamed of a united Mexican Empire. After temporarily quelling the revolutionaries, he felt the time had come to put his plan into effect. The Plan de Iguala, decreed by Iturbide's forces, was to make Mexico independent from Spain, with a titular monarch of her own. The Congress selected Iturbide as Constitutional Emperor of Mexico. He was a despotic ruler; his reign short and unhappy. Revolutionary forces rose against him, he was exiled, and later executed. However, his influence was felt in Texas. Iturbide granted to Moses Austin the decree which enabled him to bring in the first Anglo-American settlers. He also set the pattern for future dictators of Mexico—Bustamente and Santa Anna—who were to alienate Texas settlers.

18. ANTONIO LOPEZ DE SANTA ANNA

Antonio Lopez de Santa Anna rose from the ranks of the Mexican Army to serve eleven times as President of Mexico. Vain, egotistical, despotic, he was a cruel and harsh dictator. When he first came to power, he was an ardent supporter of the Constitution of 1824. The Texans hoped for a republican form of government, and backed Santa Anna as head of the nation. Stephen F. Austin went to Mexico City in 1833 to present their petitions. Santa Anna would not agree to separate Texas from Coahuila, and he had Austin imprisoned.Santa Anna dissolved the Mexican Congress, refused to abide by the terms of the Constitution of 1824, and declared himself dictator. He felt that the Texans had too much power and land. When William Barret Travis and his group at Anahuac refused to pay import duties, Santa Anna sent his brother-in-law, Martin Perfecto de Cos to Texas to collect. At the Siege of Bexar in 1835, Ben Milam and his men forced Cos to retreat to Mexico City. General Jose Urrea marched to Goliad, and Santa Anna led an army to the Alamo in retaliation against the filibusters. The massacres at the Alamo and Goliad inflamed the colonists. Becoming over confident after reaching the Brazos without further opposition, Santa Anna dashed ahead of his army with a small task force and Sam Houston's forces trapped and defeated him at San Jacinto. Santa Anna was captured, imprisoned, and finally returned to Mexico. He was exiled from his country many times. Statues to his memory were torn down, and lonely and embittered, he died in poverty in Mexico City.

19. 1824 – JUAN MARTIN VERAMENDI

Alcalde (mayor) of Bexar in 1824, Juan Martin Veramendi had previously served as collector of foreign revenue. Born in Bexar, Veramendia was elected vice-governor of Coahuila y Texas in 1830. He began the journey to Mexico City to qualify and met Jim Bowie. The two became friends and traveled back to Texas together. Bowie married Veramendia's daughter, Ursula, and the two men went into the cotton business together. The Governor of the province, Jose Maria Letona, died, and Veramendia took his family to Saltillo to assume the office of acting governor. In the summer of 1833, Juan Veramendi and most of his family, including Bowie's wife, died during a cholera epidemic in Monclova.

20. 1824 – RAFAEL GONZALES

Born in San Fernando de Bexar in 1789, Rafael Gonzales trained for the army and served at various posts in Coahuila y Texas. He joined the forces of independence against Spain and was promoted to the position of lieutenant colonel. He served as governor of Coahuila y Texas from 1824 to 1826, and the Texas town of Gonzales was named for him.

21. 1824 – JOSE ANTONIO SAUCEDO

Jose Antonio Saucedo was active in the politics of San Antonio as early as 1806. In 1812, he and Erasmo Seguin wrote the Code of Rules, which established a school at La Villita. With the information of the State of Coahuilia y Texas in 1824, he became the chief political officer in Bexar. Saucedo approved the regulations for Stephen F. Austin's colony and defined its boundaries, when it was established during his regime.

22. 1824 – MARTIN DE LEON

One of the most influential men in early Texas, Martin de Leon came from a wealthy family of Nueva Santander, now Tamaulipas. He chose a life of ranching and adventure instead of the European education his father had planned for him. In 1805, he made a trip to Texas, evaluated its possibilities for cattle and determined to develop a ranch in the wild country. In 1823, after the overthrow of Emperor Iturbide, De Leon, who had supported the anti-Royalist forces, obtained a grant to settle Mexican families in Texas. De Leon's colony flourished. He named the capital of his colony after the Mexican patriot, Guadalupe Victoria, and the town grew even after his death in 1833. The people of Victoria supported the Texas Revolution and paid heavily for their allegiance. They were considered traitors by the Mexicans. Jose Urrea dealt harshly with them on his march to Goliad. After the Texas Revolution, the Anglo-Americans treated them unfairly because they were Mexicans. Many of Victoria's citizens had been active in the Texas battle for independence. The calibre of men De Leon brought from Mexico helped establish Victoria as one of the leading early cities of Texas. It is today a charming city, rich in early Texas history.

23. 1824 – JOSE MARIA JESUS CARBAJAL (CARAVAJAL)

Originally from San Antonio, Jose Maria Jesus Carabajal (Caravajal) spent several years in Kentucky and Virginia. He returned to Texas as a surveyor of Martin de Leon's colony at Victoria. His marriage to Refugio de Leon united him with many influential families. These contacts did not, however, prevent him from being imprisoned a number of times for his political beliefs. Carabajal was in favor of an independent Republic of Northern Mexico. He fought for Texas' independence and signed the Goliad Declaration of Independence, then fought against the United States Army in the War with Mexico.

24. 1830 – MANUEL DE MIER Y TERAN

Born in Mexico City in 1789, Jose Manuel Simeon de Mier y Teran graduated from the College of Mines in Mexico about the time of Hidalgo's abortive attempt to separate Mexico from Spain. Brilliant, Mier y Teran rose rapidly in government service, first as military deputy from Chiapas, then as Minister of War and Navy, and as Commandant General of the eastern provinces from 1829 to 1832. Concerned with the interest shown by the United States in Texas, Mier y Teran devised a plan to move Germans and Swiss into the area. He sponsored the Law of April 6, 1830. Devised to strengthen Mexican control over Texas, it actually served as one of the sparks of the Revolution.

25. 1832 – PLACIDIO BENAVIDES

A member of De Leon's colony, Placidio Benavides played a leading part in the fight for Texas independence. A native of Reynosa, Benavides came to Texas in 1828, as secretary to Francisco de Leon, a commissioner of the De Leon colony. With two of his brothers, he shared a land grant on Placidio Creek. He married Augustine de Leon and became alcalde (mayor) of Victoria in 1832. His home, Round Top House, served as a refuge for colonists during Indian raids. Always loyal to the Texas cause, Benavides led a group of Texas Mexican ranchers in the Texas Army. In 1836, he participated in the battle of Agua Dulce Creek and was ordered to take news of Urrea's arrival to Fannin at Goliad.

26. 1833 – VALENTIN GOMEZ FARIAS

Vice-president under Santa Anna, Valentin Gomez Farias, like many of Mexico's Federalists, was sympathetic to the Texans' insistance on better government and their desire for a republican system. He was opposed, however, to the separation of Texas from Mexico. A communication that Stephen F. Austin sent to Bexar fell into Farias' hands, and he considered its contents treasonable. When Austin tried to approach Santa Anna with a list of concessions the Texans desired, Farias imprisoned him, further alienating Texas settlers from the Mexican government.

27. 1835 – AUGUSTIN VIESCA

Augustin Viesca was to have his brief moment in history when he refused to accept the growing dictatorial power of Santa Anna. The Centralist forces of Santa Anna and the Federalist forces concentrated in Zacatecas and Coahuila y Texas disagreed over the location of the capital. General Cos, commandant general of the eastern internal provinces, supported Saltillo and declared that city the provisional capital. He ordered the militia in Monclova to disband. Viesca, the incoming governor, tried to avert open warfare, but the legislature, incensed, recommended that the governor choose where the capital was to be; then they adjourned, ending forever the legislature of Coahuila y Texas. Viesca decided to move the capital to Bexar, leaving the archives at Monclova. Cos ordered him to stop. Viesca returned to Monclova, then left again; he was captured by Ben Milam, but managed to escape and make his way to Texas. There he made a speech which fired revolution: "Citizens of Texas, arouse yourselves or sleep forever! Your dearest interests, your liberty, your property—may your very existence, depend upon the fickle will of your direct enemies. Your destruction is resolved upon, and nothing but that firmness and energy peculiar to true Republicans can resolve you." Many of the colonists who had not thought in terms of war were influenced by statements like this—and Texas was drawn into revolution.

28. 1835 – DOMINGO DE UGARTECHEA

As military commandant of Coahuila y Texas, Ugartechea was present at one of the most colorful battles to precede the Revolution—the Battle of Velasco. Held under siege by the Texan forces when he tried to stop them from taking a cannon to Anahuac, Ugartechea finally surrendered. His bravery under fire was such as to win the respect of his victors. Three years later, while stationed at San Antonio, he sent forces to retrieve a cannon from Gonzales. With feelings between Mexicans and Texans daily growing more bitter, only a single act was needed to start the Revolution. When Ugartechea's forces arrived, 160 men gathered to defend the town. They defied the Mexican troops, refusing to give up the cannon. The resulting battle earned Gonzales the title—"The Lexington of Texas."

29. 1835 – RAMON MUSQUIZ

A descendant of one of the earliest pioneer families in northern Mexico and Texas, Ramon Musquiz, a resident of San Antonio, had a long career in business and politics. His father, Captain Miguel Musquiz, had been stationed at Nacogdoches during the episode of Philip Nolan. Ramon Musquiz declared in favor of Santa Anna in 1835, although he was in sympathy with the Texans and did much to help them. Under Santa Anna's orders, as the governor of the Province he was at the fall of the Alamo. He moved to Monclova until 1839, then returned to San Antonio.

30. 1835 – CAPTAIN JESUS CUELLAR

The Mexican army's success at San Patricio and Goliad during the Texas Revolution might have been reversed had a plan devised by Captain Jesus Cuellar been successful. A soldier in the Mexican Army until after the siege of Bexar, Cuellar deserted to the Texas side because of his personal dislike for Santa Anna. He joined Fannin's troops at Goliad and suggested a stratagem of entrapping Urrea's forces at a pass. Unfortunately, Fannin was too slow to take action. Cuellar was massacred at Goliad along with others of Fannin's forces.

31. 1835 – COLONEL JUAN NAPOMUCENO ALMONTE

Colonel Juan Almonte's role in Texas history was dual. In 1834, he made a minutely detailed study of Texas for the Mexican government which was to provide a wealth of information for historians. Almonte was also aide to General Santa Anna during the Texas campaign and served as Santa Anna's interpreter at San Jacinto.

32. 1835 – CAPTAIN ANTONIO TENORIO

Captain Antonio Tenerio was sent to Texas to replace Colonel Juan Davis Bradburn as commander at Anahuac. In June of 1835, Captain William B. Travis, after a mass meeting in San Felipe, appeared at Anahuac with about twenty-five colonists and demanded the surrender of Tenorio and his troops. Tenorio obeyed and was released upon his promise to leave Texas. Travis was widely criticized for his actions, and subsequently published a tract in the newspapers pleading with the people of Texas to give him a chance to explain. Tenorio withdrew to Bexar where Ugartechea ordered him back to Anahuac.

33. 1836 – JOSE ANTONIO NAVARRO

"I have sworn to be a free Texan. I shall never foreswear." With these words, Jose Antonio Navarro attained a place of honor among the leaders of Texas independence. Born in San Antonio de Bexar in 1795, Navarro was a close friend of Stephen F. Austin, and, as a result of this association, sided with the Texans against the governments of Bustamente and Santa Anna. He was one of four delegates from Bexar to the Convention of 1836, one of three Mexicans to sign the Texas Declaration of Independence and also served on the Committee to draft the Constitution. After serving in the Third Congress of the Republic, Navarro against his better judgment, accepted President Lamar's appointment as a commissioner on the ill-fated Santa Fe Expedition. After four years as a Mexican prisoner, he returned to Texas in 1845. In the Convention of 1845, he voted for annexation and helped draft the Constitution of the new State. Navarro served as a State Senator in the First and Second Legislatures. In 1861, he favored the secession ordinance, and all four of his sons fought for the Confederacy. He died in 1871 at his home in San Antonio.

34. 1836 – JOSE FRANCISCO RUIZ

Like many of his compatriots, Jose Francisco Ruiz was sent by his family to Europe for his education. He returned to San Antonio in 1803 filled with ideas of self-government. As a teacher, he became respected and influential. It was natural that he would support the Mexican Revolution of 1810. He escaped to the United States after the defeat of the Gutierrez-Magee Rebellion, and did

not return until after the successful Revolution of 1821. For his contributions to the movement for independence, Ruiz was appointed an officer in the Mexican army. He established Fort Tenoxtitlan in 1830, but as Texas became more settled, the importance of this outpost declined. It was abandoned in 1832. Ruiz was an elected representative to the Convention of 1836 at Washington-on-the-Brazos. He signed the Declaration of Independence, one of the native Texans to do so. He later served as the first Senator from Bexar to the Congress of the Republic.

35. 1836 – LORENZO DE ZAVALA

Lorenzo de Zavala's long and illustrious political career began in Mexico. Governor of the state, member of the Legislature, representative to the Spanish Cortes in Madrid, De Zavala also served as Minister of Treasury under Guerrero. In 1829, he received an impresario contract and formed a partnership with David G. Burnet and Joseph Veblein. Appointed minister to France by Santa Anna, De Zavala resigned his post when he realized that Santa Anna had no intention of observing the Constitution of 1824. De Zavala brought his family to Texas and established a home on Buffalo Bayou in 1835. He participated in the events leading to the Texas Revolution, representing the Harrisburg Municipality at the Consultation in 1835 and attending the Convention of 1836 at Washington-on-the-Brazos. He was one of the signers of the Texas Declaration of Independence, and on March 17, 1836, was elected ad interim vice-president of the Republic of Texas. De Zavala's health was failing, and he resigned his office of vice-president on October 17, 1836. He died on November 15. Lorenzo De Zavala was much more than a Mexican political leader. Although deeply involved in the struggle for Mexican independence and later the struggle for Texas independence, he found time to publish a number of important books on Mexican politics. The Mexicans bitterly resented De Zavala's siding with the Texans. He was highly esteemed by the Texans, who considered him one of the most interesting and polished gentlemen of the frontier.

36. 1836 – FRANCISCO ANTONIO RUIZ

Overshadowed by the activities of his father, Jose Francisco Ruiz, Francisco Antonio Ruiz nevertheless was important in Texas. Mayor of San Antonio during the turbulent years of the Revolution, Francisco Antonio chose to remain in the city as the Mexican army approached. He was put under house arrest until the fall of the Alamo, March 6, 1836. Santa Anna then ordered him to bury the dead Mexican soldiers and to burn the remains of the Alamo defenders. After the Texas Revolution, Francisco Antonio served as City Alderman from 1837 to 1841. Opposed to the annexation of Texas to the United States, he chose to leave his home and live among the Indians. He returned to San Antonio in his declining years and is buried in the Ruiz-Herrera family cemetery near the Median River in Bexar County.

37. 1836 – MARTIN PERFECTOS DE COS

The brother-in-law of Santa Anna, Martin Perfecto de Cos was stationed at Matamoros. In 1835, he set out for San Antonio announcing his intention of protecting Texans against the Indians. In San Antonio, Cos issued orders for the arrest of a number of Texans, including De Zavala and Travis. The Texans, who had unsuccessfully requested aid before, decided Santa Anna was trying to extend his dictatorship into Texas. A Texan force attacked San Antonio in December, 1835, and Cos and his men surrendered but were allowed to return to Mexico with the promise that they would not return. Cos returned to take part in the defeat of the Texans at the Alamo and later joined Santa Anna at San Jacinto.

38. 1836 – JOSE NICHOLAS DE LA PORTILLA

A lieutenant colonel in the command of General Urrea, Jose de la Portilla was placed in charge of the prisoners at Goliad. Urrea had set up terms of surrender with Fannin and ordered Portilla to treat the prisoners well. When word reached Santa Anna of the victory, the dictator ordered the prisoners shot. Portilla obeyed Santa Anna in what is known as the Boliad Massacre.

39. 1836 – ERASMO AND JUAN SEGUIN

The Sequins, Erasmo and Juan, devoted their lives and fortune to the growth and development of Texas. Born in San Antonio in 1782, Erasmo Sequin was an early alcalde (mayor) of Bexar. He experimented with cotton raising and organized a city-owned school. A personal friend of Stephen F. Austin, he supported the colonists in their dealings with the Mexican government and tried to reinforce the weakened relationship between the Texan and Mexican people. After the Battle of San Jacinto, he worked to restore civil government in San Antonio. His son, Juan, sacrificed everything to see Texas free and independent and to strengthen the relationship between the Mexican Texans and Anglo Texans. He prevented the burning of the city of San Antonio, and was one of the best recruiters for the Texas forces. More than once he rode through enemy lines to deliver messages. He commanded a company at the Battle of San Jacinto. In 1838, he was honorably discharged from the Texas army and served in the Senate. He resigned in 1840 to help set up a separate government in northern Mexico. While there, he undercovered a plot in the part of the Mexicans to invade Texas again and sent word to President Lamar. Juan Seguin returned to Texas and became mayor of San Antonio, but was soon accused of being a traitor to the Santa Fe Expedition. Disillusioned, he returned to Mexico. In 1842, Santa Anna forced him to return to Texas with General Adrian Woll's counter-revolutionary army. Seguin died in Mexico in 1889.

40. 1836 – JOSE ANTONIO MENCHACA

Born in Bexar in 1800, Jose Antonio Menchaca was the son of Marcos Menchaca, who settled on a grant from the Spanish Crown. Jose joined the Texan forces in 1835, participating in the siege of Bexar and serving under Juan Seguin at the Battle of San Jacinto. After the Texas Revolution, he became an alderman of the city of San Antonio and later served as mayor pro-tem. President Lamar appointed Menchaca to a Commission to study conditions in East Texas.

41. 1836 – JOSE MIGUEL ALDRETE

Little is known of Jose Miguel Aldrete's youth, although he was probably born at Goliad. He married Candelaria de Leon, served on the town council of Goliad, and was twice alcalde (mayor). Aldrete later held land in both Nuceces and Refugio counties. When Santa Anna dissolved the government, Aldrete, then Land Commissioner for the state of Coahuila y Texas, chose to remain loyal to Texas and moved to Bexar. During the Revolution, he was a member of Captain Dimmitt's garrison at Goliad and signed the Goliad Declaration of Independence.

42. 1836 – THE ANGEL OF GOLIAD

Senora Francisca Alvarez, the wife of one of General Urrea's officers, managed to conceal several Texas soldiers in the parapets of Fort Defiance at Goliad. She also persuaded one of the Mexican officers, Colonel Garay, to aid as many soldiers as possible, among them Dr. John Shackleford. "Her name," writes one of the survivors of the Goliad massacre, "should be written in letters of gold."

43. 1838 – VINCENTE CORDOVA

Vicente Cordova lived in Nacogdoches, where he served as alcalde, judge, and councilman. Respected by both Mexicans and Anglos, Cordova was opposed to the Texas Revolution and led the Cordova Rebellion. The Rebellion began in 1835 with an attack on the Anglo-American troops on their way to the siege of Bexar. Cordova rose again against the Anglos in 1838, but was defeated. His forces, including three hundred Indians, camped on an island in the Angelina River and sent a letter to Houston disclaiming any allegiance to Texas. Thomas J. Rusk called out the East Texas militia, but Cordova and many of his men escaped to Mexico. Some captured members of the Rebellion were sentenced to death, but were later pardoned. Cordova returned to Texas with General Adrian Woll's army, assisted in the occupation of San Antonio in 1842, and was killed at the Battle of Salado.

44. 1859 – JUAN NEPOMUCENO CORTINA

Born in Tamaulipas of wealthy parents, Juan Cortina chose to lead the life of a freebooter. Leader of a private army of over five hundred, he time and again narrowly avoided capture. Cortina was a hero to many Mexican-Americans, who felt that he was persecuted by the Anglos. His army made raid after raid into Rio Grande cities. Cortina claimed both Mexican and American citizenship, using whichever suited his needs for the moment. In 1859, however, he tasted defeat when Federal troops under Colonel R.E. Lee arrived to defend the border. Although the raids ended, Cortina negotiated with Confederate forces, while supplying troops to the Union army. He regained some of his power under the liberal government of Benito Juarez. Cattle rustling remained one of his major sidelines, however, and the Mexican government finally took Cortina into custody. He spent the rest of his life paroled in Mexico City.

45. 1859 – GENERAL IGNACIO ZARAGOZA

One of Mexico's great national heroes, Ignacio Zaragoza, was a native Texan. Born at the Presidio La Bahia (Goliad), Zaragoza was driven out of Texas after the massacre at Goliad. He joined the Mexican army and led a small band of cavalrymen against forces of the French Army twice their size. His troops were composed of men from the farms and ranches of the region around Puebla, Mexico. Many wore no uniforms, and few carried guns. They were armed with knives, machetes, lariats, and lances; yet, they routed the French from Puebla on May 5, 1862. Although Zaragoza's army was eventually conquered, the French cause was lost. The tide of war had been turned by the man from Goliad. The birthplace of Zaragoza at Goliad is a state park, and a monument has been erected to this Mexican hero from Texas.

46. 1861 – SANTOS BENAVIDES

Born in Laredo in 1827, Santos Benavides became mayor of Laredo and chief justice of Webb County. By 1861, he successfully led Texan troops against Indians and the raids of Juan Cortina, defending the border so well that he was to raise a regiment of his own—the Benavides Regiment. During the Civil War, Benavides served as a member of the Confederacy's 33rd Texas Cavalry on the Rio Grande from Laredo to Brownsville. In 1864, Colonel Benavides commanded a force which defeated the Federals under Colonel E. J. Davis. He also distinguished himself at the Battle of Palmito Ranch. After the war, Benavides served as alderman of Laredo and in the 16th, 17th, and 18th State Legislatures. He was appointed Texas Commissioner to the World's Cotton Exposition in 1884.

47. 1881 – DON PEDRO JARAMILLO

As a young man, Don Pedro Jaramillo had an infection on his nose which caused him great pain. In desperation, he flung himself by a pond, intending to make a poultice of the cool mud. As the pain left him, Don Pedrito vowed to devote his life to healing others. In 1881, he arrived in Texas at the ranch of Don Andres Canales during a fiesta. He soon moved to Olmos, an old settlement near Falfurrias, which became his home. As an evangelist and healer, he became a legendary curandero and true folk hero, developing a clientele from as far away as California and New York. It was said he inspired such faith that a patient could lie on a piece of canvas on water without sinking. His curative powers were based on faith and herbs. He carried a Bible with him wherever he went, and his clients paid whatever they could afford. At times there would be as many as five hundred camped at Los Olmos Creek waiting for Don Pedro. Pictures of Don Pedrito are placed among those of saints in many Mexican homes in South Texas. Wreaths, holy candles, and letters are placed on his grave at Olmos, a spot for meditation and prayer, in hope that Don Pedrito will still help his followers. A firm in Laredo once supplied curative herbs, using his picture and the trademark, "Don Pedrito".

48. 1901 – GREGORIA CORTEZ

Gregoria Cortez, a Mexican-Texan hero, gave rise to a folk legend comparable to that of Sam Bass, Billy the Kid, or Jesse James. His feats became symbolic of the struggle between the oppressed and the oppressor. In his own time, ballads were composed and sung about Cortez from San Antonio to Mexico City. Born in Mexico in 1875, Cortez moved with his family to Manor, Texas, in 1887. His exploits began with the killing of Sheriff Harper Morris on June 12, 1901. During a fantastic ten-day flight, Cortez walked at least 120 miles and rode more that 400, using three horses. He killed two of his pursuers, one of whom was Sheriff Robert M. Clover. Chased by hundreds of men in parties up to 300, Cortez outwitted posses, until captured by Texas Ranger Captain J.H. Rogers. Gregorio Cortez was tried for three murders, acquitted of two, and convicted on the third. Sentenced to life imprisonment, he was pardoned by Governor O.B. Colquitt in July 1913.

49. 1910 – FRANCISCO (PANCHO) VILLA

Revolutionary bandit, champion of the "peon," Pancho Villa joined the forces of Francisco Madero in revolt against the dictator of Mexico, Porfirio Diaz. When Madero was killed and General Victoriano Huerta became President of Mexico, Villa was imprisoned in Mexico City. He escaped to El Paso, where under his real name, Doroteo Arango, he plotted to reopen the revolution. He received aid and encouragement from American interests in El Paso and elsewhere in the United States. Villa spent large sums of money to purchase supplies and ammunitions in El Paso, and liked the city so much he sent his wife and family there to escape the revolution. In 1914, he met with American agents in Juarez to get a revolutionary government recognized by the United States. However, the Carranza-Obregon army forced Villa's troops back to the northern part of Mexico. Villa felt that the Americans had betrayed him and became violently anti-American. In 1916, he raided the town of Columbus, New Mexico. American troops stationed at Fort Bliss, near El Paso, chased Villa without ever catching sight of him. A number of Americans were killed during the raid, and President Woodrow Wilson ordered General "Black Jack" Pershing to Mexico to search out Villa. After an unsuccessful chase, Pershing's tired and thirsty soldiers returned to El Paso. The border raids ceased, and Pancho Villa returned to his estate. He was assassinated in 1923 at the age of forty-six.

50. 1929 – LULAC

Between 1910 and 1920, when the tide of agricultural workers immigrating to Texas from Mexico reached an all-time peak, the first efforts of these new citizens to participate in state and local politics were made. Several organizations were formed, among them the Knights of America of San Antonio and Council Number Four of the Order of the Sons of America of Corpus Christi. A new organization, patterned after the latter, was founded at a meeting in Harlingen on August 24, 1927. This organization was called the League of United Latin American Citizens. Alonso Perales was first president, succeeded by Judge J.T. Canales. A new convention assembled in the Salon Obreros in Corpus Christi on February 17, 1929. By September, 1932, there were forty-four local groups scattered throughout the five Southwestern states. The official voice of LULAC, LULAC NEWS, first appeared in August, 1931, published in San Antonio by F. Valencia. The purpose of LULAC is to stress the American citizenship of U.S. citizens of Mexican descent in order to better share in the rights and responsibilities of that citizenship. Specifically, their aim is to (1) arouse political ambitions of Latin American citizens by reminding them of their heritage, (2) stress the learning and use of English, (3) develop ideal American citizens among the Latin populations, (4) define clearly the loyalty of Latin-American to the U.S. (5) develop ways and means of furthering the loyalty of Latin-Americans to the U.S., and (6) stress pride in Mexican descent.

51. 1945 – MEXICAN TEXAN HEROES OF WORLD WAR II

During the second World War, many Mexican Texans distinguished themselves on the battlefield. Among those who won the Congressional Medal of Honor were:

Sergeant Luciano Adams–Born in Port Arthur, Texas
"Sergeant Adams made a lone assault on a force of German troops which resulted in his killing a number of the enemy and clearing the woods of hostile elements, thereby opening a severed supply line."

Sergeant Macario Garcia – Born in Sugarland, Texas
"Although wounded, he twice crawled in front of his unit to destroy enemy machine gun emplacements."

Private Selvestre P. Herrera – Born in El Paso, Texas
"After a one-man frontal assault on an enemy strongpoint, he started to attack another emplacement in spite of a mine field. He stepped on a mine and had both feet severed, but despite pain and loss of blood, he pinned down the enemy while his companions captured the position."

Sergeant Jose M. Lopez – Born in Brownsville, Texas
"Carrying his heavy machine gun from palce to place, he met the heaviest enemy attack. Despite heavy enemy rifle and artillery fire, he continued to fire on other enemy troops.

Sergeant Cleto Rodriguez– Born in San Marcos, Texas
"With a comrade he made an attack on Paco railway station defended by three hundred enemy troops. Before his companion was killed, the team had completely disorganized the enemy defence."

52. 1945 – LA VIRGEN DE LA CANDELARIA

After the second World War, thousands of Mexican Texan families made a pilgrimage to a small town in Mexico, San Juan de los Lagos, to give thanks for the safe return of husbands and sons in battle. For centuries, Mexicans and Mexican-Americans have made this pilgrimage to pay homage at the shrine of the Virgin for favors granted. A small, ancient figure made of vegatable paste, La Virgen de La Candelaria, is felt to be miraculous. In 1542, the Chichimecas near Jalisco staged an uprising against the Spanish; the Virgen disappeared. When found, she was in very bad condition, but once again began to perform miracles. A grateful father, happy over the sparing of his child's life, took the Virgen to Guadalajara for repairs. The two young men who repaired the figure disappeared, and the people believed angels performed the task. Two centuries later, a shrine was built for her, and once each year, priests carry the Virgen from church, while thousands pay homage to her.

53. 1948 – AMERICAN GI FORUM OF TEXAS

Founded in Corpus Christi in 1948, American GI Forum of Texas has spread to twenty-four states and gained national recognition. With the motto: "Education is our Freedom, and Freedom should be Everybody's business," American GI Forum is composed primarily of Mexican-American veterans, although membership is open to all veterans. The organization, under the leadership of its founder, Dr. Hector P. Garcia of Corpus Christi, has set its goal to help the Mexican-American veteran achieve equality of opportunity under the Democratic system. The aims of American GI Forum of Texas are to (1) promote intelligent participation in community, civic, and political affairs, (2) advance understanding between Americans of various national origins toward a more

enlightened citizenry, (3) advance the principles of democracy and aid in creating equal social and economic conditions for all citizens, (4) secure to all veterans the benefits of the American Constitution and laws of the United States, (5) combat juvenile delinquency through the Junior GI Forum, (6) award scholarships to deserving students, and (7) aid needy veterans.

54. 1952 – CORPORAL BENITO MARTINEZ

Awarded the Congressional Medal of Honor posthumously for bravery in Korea, Corporal Martinez, a machine gunner, elected to remain at his post in an attempt to stem the onslaught of the enemy. "In a daring defense he raked the attacking troops with crippling fire, inflicting numerous casualties. Although contacted several times, he insisted that no attempt be made to rescue him because of the danger involved. Soon, thereafter, the hostile forces rushed the emplacement, forcing him to make a limited withdrawal with only an automatic rifle and pistol to defend himself. His magnificent stand enabled friendly elements to reorganize, attack, and regain the key terrain. Corporal Martinez' incredible valor and supreme sacrifice reflect lasting glory upon himself and are in keeping with the honored traditions of the military service."

55. 1910 - 1960 – MEXICAN-AMERICAN POPULATION

"It is perhaps a sound conclusion, based on evidence visible in the major educational institutions, that the Mexican contribution to citizenship, at least in Texas and other border states, is taking care of itself to a degree and in a manner comparable with the highest achievements of other groups of similar dimensions."

—Raymond Brooks, *Austin American*
August 23,1966

The most significant movement of people between the two hemispheres occurs between Texas and Mexico. Mexicans are the second largest ethnic group in the State of Texas. One characteristic of this immigration is that unlike any other group, the Mexican shifts back and forth between this country and his homeland. Texas also serves as a bridge for hundreds of thousands of Mexican nationals who move into Texas. In 1900, the number of people of Mexican birth living in Texas was 68,000. By 1910, the number had jumped to 124,238 and in 1930, the total had reached 266,240. By 1950, 14.7% of the Texas population was of Mexican heritage, and in 1960, the percentage had reached 16.3%. The 1960 census showed Texas with approximately 1,500,000 Spanish-speaking citizens.

56. 1964 – PASO

An outgrowth of the "Viva Kennedy" clubs, organized by Mexican Texans in 1960, the Political Association of Spanish-Speaking Organizations is organized on a county basis, one chapter per county, with state and regional policy-making bodies. The motto of PASO is "United we stand; divided we fall." The purpose of PASO is to further the cause of good government and American democracy. To fill this overall objective, the organization states as its aims: (1) to unite all persons, regardless of race, color, or creed into one statewide, non-partisan political organization to solve problems peculiar to Americans of Spanish-speaking descent; (2) to attain through political action all rights of citizenship for all Americans as guaranteed by the Constitution of the United States; (3) to develop through political activity an economic, educational, cultural, and civic betterment program for the Spanish-speaking community; (4) to encourage political participation of all members in all the activities of both major political parties; (5) to work actively for the election or appointment aims of the organization regardless of their race, color, creed, or political affiliation; (6) To fulfill the "historic role of the Spanish-speaking people as defenders of freedom and democracy."

MEXICAN BIOGRAPHICAL EXHIBIT

The following materials are planned to accompany the photographs to be included in the biographical exhibit of Mexican-Americans in Texas. The material is arranged according to vocations, and may be placed in any order in the exhibit.

Political

Henry B. Gonzalez

Born and reared in San Antonio, Texas, Henry E. Gonzalez was elected to the City Council of San Antonio in 1953. Elected State Senator from Bexar County in 1956, and re-elected for a second term in 1960, Senator Gonzalez was the first Texas citizen of Mexican descent to be elected to the Senate since 1846. On November 4, 1961, he was elected to the Twentieth Congressional seat in the United States Congress, the first citizen of Mexican descent to be elected to the National Congress from the State of Texas.

Eligio "Kika" de la Garza

Born in Mercedes, Texas, "Kika" de la Garza represents the Fifteenth Congressional District in the United States House of Representatives. A resident of Mission, Texas, Congressman de la Garza served six consecutive terms in the Texas House of Representatives and was elected a member of the Eighty-Ninth Congress on November 3, 1964.

Vicente T. Ximenes

A native of Floresville, Texas, Vicente T. Ximenes, Commissioner, Equal Employment Opportunity Commission, also serves as the Chairman of the Inter-Agency Committee on Mexican-American Affairs and as a Member of the U.S. Section, U.S.-Mexico Border Development Commission.

Dr. Hector P. Garcia

Born in Mexico, Dr. Hector P. Garcia now resides in Corpus Christi, Texas. Founder of the American GI Forum of the United States. Dr. Garcia was appointed by President Lyndon B. Johnson as a member of the National Advisory Council on Economic Opportunity of the United States, as an Alternate Representative of the United States to the General Assembly of the United Nations.

Cristobal P. Aldrete

Born in Del Rio, Texas, Cristobal P. Aldrete serves as Special Assistant to the Chairman of the Democratic National Committee, specializing in Mexican-American and Spanish-speaking political affairs. He was also appointed by President Kennedy to the President's Committee on Youth Employment, representing the Spanish-speaking Southwest.

Raymond L. Telles, Jr.

Born in El Paso, Texas, Raymond L. Telles, Jr., was appointed by President John F. Kennedy as the United States Ambassador to Costa Rica in 1961. From 1949 to 1957 he served as the County Clerk of El Paso County and served as Mayor of the city of El Paso from 1957 to 1961.

Reynaldo G. Garza

Born in Brownsville, Texas, Reynaldo G. Garza was appointed by President Kennedy to succeed the late Judge James V. Allred as United States District Judge for the Southern District of Texas in March, 1961. He was one of the original members of the International Good Neighbor Council and has served on the Governor's Committee of Twenty-five on Education Beyond the High School and the Texas Educational Standards Committee.

Fidencio M. Guerra

A native of the Rio Grande Valley, Fidencio M. Guerra was appointed Judge of the 139th Judicial District Court of Hidalgo County in 1954. He is currently serving his third term as Judge of the Court. In 1960, he was appointed Presiding Judge of the Fifth Administrative Judicial District of Texas, comprising ten counties of South Texas.

Education

Dr. Edward Ximenes

Born in Floresville, Texas, Dr. Edward Ximenes was appointed by Governor John Connally to the Board of Regents of the University of Texas in 1967. Dr. Ximenes also serves as a member of the Governor's Committee on Aging and as a member of the National Advisory Board for the Administration on Aging.

Felix Tijerina

Born in Sugarland, Texas, Felix Tijerina pioneered the "Little School of the 400," a statewide program to teach Mexican-American children to speak English before they entered the public school system. Tijerina served as national president of the League of United Latin-American Citizens (Lulac) and served as chairman of the Houston Housing Authority.

George I. Sanchez

Author, teacher, and editor of numerous studies dealing with the Spanish-speaking people, educator George I. Sanchez was born in New Mexico, but has taught at the University of Texas for a number of years. He is currently Professor of Latin American Education and Director of the Center for International Education at the College of the Education, University of Texas.

Jesse James Villarreal

Born in San Antonio, Texas, Professor Jesse J. Villarreal is Professor of Speech and chairman of the Department of Speech at the University of Texas. He is a Fellow of the American Speech and Hearing Association and has pioneered research to teach English as a second language to Spanish-speaking people.

The Arts

Porfirio Salinas

Born in Bastrop, Texas, Porfirio Salinas has gained world renown as a painter of the Texas hill country. Salinas now lives in San Antonio, and his paintings of Texas' cactus, bluebonnets, and scrub trees hang in the White House and in homes and museums throughout the Southwest.

Manuel Gregorio Acosta

Born in Chihuahua, Mexico, Manuel Acosta moved with his parents to El Paso when he was still young. One of the Southwest's leading painters, he prides himself on painting the people around him. He "found the beauty of the Latin face. . . the gaiety of color, the joy of harmony, the calmness of a philosophical approach." His canvases are enlivened with bright, living colors, and he has exhibited paintings throughout museums in the Southwest.'

Ishmael Soto

A native of Austin, Texas, Ishmael Soto is a ceramist, whose work is part of permanent collecti at the Dallas and Houston museums. His ceramics and sculptures in bronze grace private collection throughout the Southwest. Soto, in addition to his work as an artist, conducts classes at the San Antonio Art Institute and at his studio in Austin.

Emilio Caceres

Born in Corpus Christi, Texas, Emilio Caceres now makes his home in San Antonio. He is acclaimed as one of America's most popular jazz violinists. Caceres plays dance engagements across Texas and for Army clubs. He teaches violin lessons and also composes violin music for orchestras.

Sports

Richard Romo

Born in San Antonio, Texas, Richard Romo became the first Texan to run the mile in less than four minutes, when he was clocked in 3:58.8 minutes in the July, 1966 All-comers Meet at Los Angeles, California. An outstanding athlete both in his high school days at Fox Tech High School in San Antonio and at the University of Texas, Romo graduated from the University of Texas with a degree in history and is now teaching in Los Angeles,California.

Medicine

Dr. Aureliano Urrutia, Sr.

A political refugee from Mexico, Dr. Aureliano Urrutia, Sr. settled in San Antonio, Texas, in 1914. Physician, philanthropist, humanitarian, Dr. Urrutia practiced medicine in San Antonio for many years, attracting patients from all over Southwest Texas, as well as from Mexico and Europe. In 1921, he successfully separated Siamese twins at Santa Rosa Hospital, and also pioneered work in the field of thoractic surgery. Six of his sons entered the field of medicine and are practicing today.

Dr. Gregorio M. Canales

Born in Hebbronville, Texas, Dr. Gregorio M. Canales graduated from the University of Texas School of Medicine in 1944. A specialist in orthopaedic surgery, he has practiced and taught at Santa Rosa and Robert B. Green Hospitals in San Antonio and at the University of Texas Postgraduate School. Dr. Canales is a member of the American Academy of Orthopaedic Surgeons.

Dr. Mario Palafox

Born in Chihuahua, Mexico, Dr. Mario Palafox became a United States citizen in 1944. He attended Texas Western College in El Paso and received his medical degree from Tulane University. He is associated with Hotel Dieu, Providence Memorial, Sun Towers, and R.E. Thomason Hospitals in El Paso and is a member of the American Academy of Orthopaedic Surgeons.

Political -- State and Local

Joe J. Bernal

Born in San Antonio, Texas, Joe J. Bernal was elected to the Texas House of Representatives in 1964 and to the State Senate in 1966. His occupation, when the Legislature is not in session is social work, and he has served on interim committees devoted to Vocational- Technical Education, Slums and Slums Clearance, and the Study of Poverty in Texas.

Honore Ligarde

Born in Laredo, Texas, Honore Ligarde has served as a distinguished member of the Texas House of Representatives since 1962. He has served as County Chairman of the Democratic Executive Committee in 1956 through 1960 and as State Democratic Executive Committeeman for the Twenty-first Senatorial District in 1960 and 1962.

Oscar Carrillo, Sr.

Born in Hebbronville, Texas, Oscar Carrillo, Sr. now resides in Benavides,Texas. A rancher, he was elected to the Texas House of Representatives in 1966 from the Fiftieth District.

Raul L. Longoria

Born in Starr County, Texas, Raul L. Longoria now resides in Pharr, Texas. Elected to the Texas House of Representatives in 1960, Longoria was named the "most outstanding citizen of the City of Grulla."

Robert L. Vale

A native of Roma, Texas, Robert L. Vale was elected to the Texas House of Representatives in 1964. A resident of San Antonio, Vale is a practicing attorney in Bexar County.

H. Tati Santiesteban

Born in El Paso, Texas, H. Tati Santiesteban was elected to the Texas House of Representatives in 1966. A lawyer in El Paso when the legislature is not in session, Santiesteban has served on the Criminal Jurisprudence and Judicial Districting Committees.

Raul Muniz

Born in Floresville, Texas, Raul Muniz was elected to the Texas House of Representatives from El Paso County in 1964. A former teacher in the El Paso School System, Muniz serves on the Education, Mental Health, and State Hospitals Committees.

Albert Pena, Jr.

Born in San Antonio, Texas, Albert Pena, Jr. was sworn into office as County Commissioner from Precinct One on January 1,1957. Commissioner Pena devotes much of his time to writing about the Mexican-Americans in the Southwest, including a book *La Roza--Forgotten Americans.*

John C. Alaniz

Born in San Antonio, Texas, John C. Alaniz served three terms in the Texas House of Representatives from 1961 to 1967. He currently serves as Special Representative to Senator Ralph Yarborough for Mexican-American Affairs.

Pete Torres, Jr.

Born in San Antonio, Texas, Pete Torres, Jr. is currently serving as a member of the City Council of San Antonio.

Felix B. Trevino

A native of San Antonio, Texas, Felix B. Trevino was elected to the San Antonio City Council in May, 1965. He was elected to another two-year term in May, 1967.

M.C. Gonzales

Born in San Antonio, Texas, M.C. Gonzales serves as Assistant District Attorney of Bexar County. Gonzales was one of the original founders of the League of United Latin-American Citizens in Texas.

Lauro Cruz

Born in Beaumont, Texas, Lauro Cruz presently resides in Houston. He was elected to the Texas House of Representatives from Harris County to the Sixtieth Legislature in 1960.

Henry Sanchez, Jr.

A native of Brownsville, Texas, Henry Sanchez, Jr., was recently elected to the Texas house of representatives to serve his first term in the Sixty-First Legislative Session in 1969.

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